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ABSTRACT

This guide was designed to assist sixth through eighth grade teachers and pupils in furthering their understanding of man in interaction with his environment. It assists the teacher in the effort to understand, organize, and implement the conceptual, interdisciplinary approach to the teaching of the social sciences: anthropology, economics, geography, history, and political science. The basic concepts or generalizations have been identified and listed in each of the disciplines. Variants or continuous threads of ideas bind the concepts together through selected content within these units: 1) the Development of Man's Cultural Heritage in grade 6; 2) the Development of American Culture in grade 7; and, 3) Contemporary American Culture in grade 8. Suggested analytical questions and learning activities serve as a flexible framework to facilitate the development of inquiry skills: observing, structuring hypotheses, examining, problem solving, comparing, reflecting, experiencing, deriving facts, and restructuring hypotheses until understandings are developed. In implementing this guide, the teacher should use a multimedia approach; audiovisual materials and readings are listed in each unit. Guidelines for student research and reporting are appended. The guide and units for kindergarten through fifth grades are available separately. (Author/SBE)

THE SOCIAL STUDIES PROGRAM

GRADES 6 - 8

DEC 30 1970

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SO 000 813

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey

ED054982

From student drawing
Stokes, 1969

Introduction

The division pages survey man
through many ages and many cultures.

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FOREWORD

This curriculum guide is the result of the cooperative efforts of many individuals in our school district. We are appreciative of the professional contributions and efforts of the many committee members who have participated in the formulation of the guide during the past three years. Special recognition should also be given to the members of the teaching staff and the administration who so capably assisted our efforts this year.

The cumulative efforts of all who participated have resulted in a guide that is geared to assist the classroom teacher formulate a logical and systematic approach to the teaching of social studies. Since no social studies program is ever complete, we will continue to rely on our professional staff for suggested additions that would further enhance the usefulness of the guide. The guide has been constructed to facilitate the addition and/or inclusion of future suggestions made by teachers as a result of classroom experiences. You will note that space has been provided for teacher notes for this purpose.

We are particularly indebted to all the members of the Social Studies Curriculum Action Committee who were extremely helpful in working as a liasion group between the various school faculties and the action committee.

Social Studies Action Committee, 1968-69

Mrs. Barbara Cross
Miss Eleanor Douglass
Miss Judith Gaines
Mrs. Angela Catenacci
Mrs. Lillian Larrabee
Mrs. Janet Wardell
Mr. Albert LaMorges
Mr. James Guinee
Mrs. Paula Eisen
Mr. Robert Black

Finally, we are sincerely appreciative of the support and encouragement of Mr. John O. Berwick, Superintendent of Schools.

Joseph Tamburo
Assistant Superintendent

GENERAL INTRODUCTION

This guide has been designed to assist teachers and pupils in furthering their understanding of man in interaction with his environment. It will also assist in the teacher's efforts in understanding, organizing, and implementing the conceptual, inter-disciplinary approach to the teaching of the social sciences,

Basic concepts have been identified and listed in each of the major social science disciplines. These concepts and their variants may be found in this introductory section. Selected variants have been identified at appropriate grade levels to assist in the teaching of the concepts which form the structure of our curriculum, It is expected that all teachers will use their professional judgment in utilizing any of the other variants, questions, activities within the existing structure of the units of the grade level.

The scope of the social science disciplines represent the foundation of a functional curriculum. Through the integration of the disciplines, students learn to derive simple generalizations and move on to a more complex and abstract level of understanding. An example of integration of the disciplines may be found in the sample units in each of the grade levels. Effective utilization of the guide requires that the teacher understand concepts and variants as utilized in our curriculum.

Concepts - the "big ideas" or generalizations listed in our structure of the social science disciplines.

Variants - the continuous thread of ideas or generalizations binding together the "big ideas" at appropriate levels of maturity through selected content.

Our program can best be taught if:

I. The meanings of the concepts and variants are understood as basic generalizations which form the core and structure of our social studies program.

II. It is understood that the subject matter's relationships to the concepts and variants are a vital part of the curriculum. Concepts and variants should not be taught in isolation at any particular level, but must be related to content so that the "basic ideas" have relevance and meaning.

III. The structure and content of the guide is understood. The units in each grade level also include suggested analytical questions and activities which serve as a flexible framework to facilitate the interaction of teachers and pupils with the content and scope of the program.

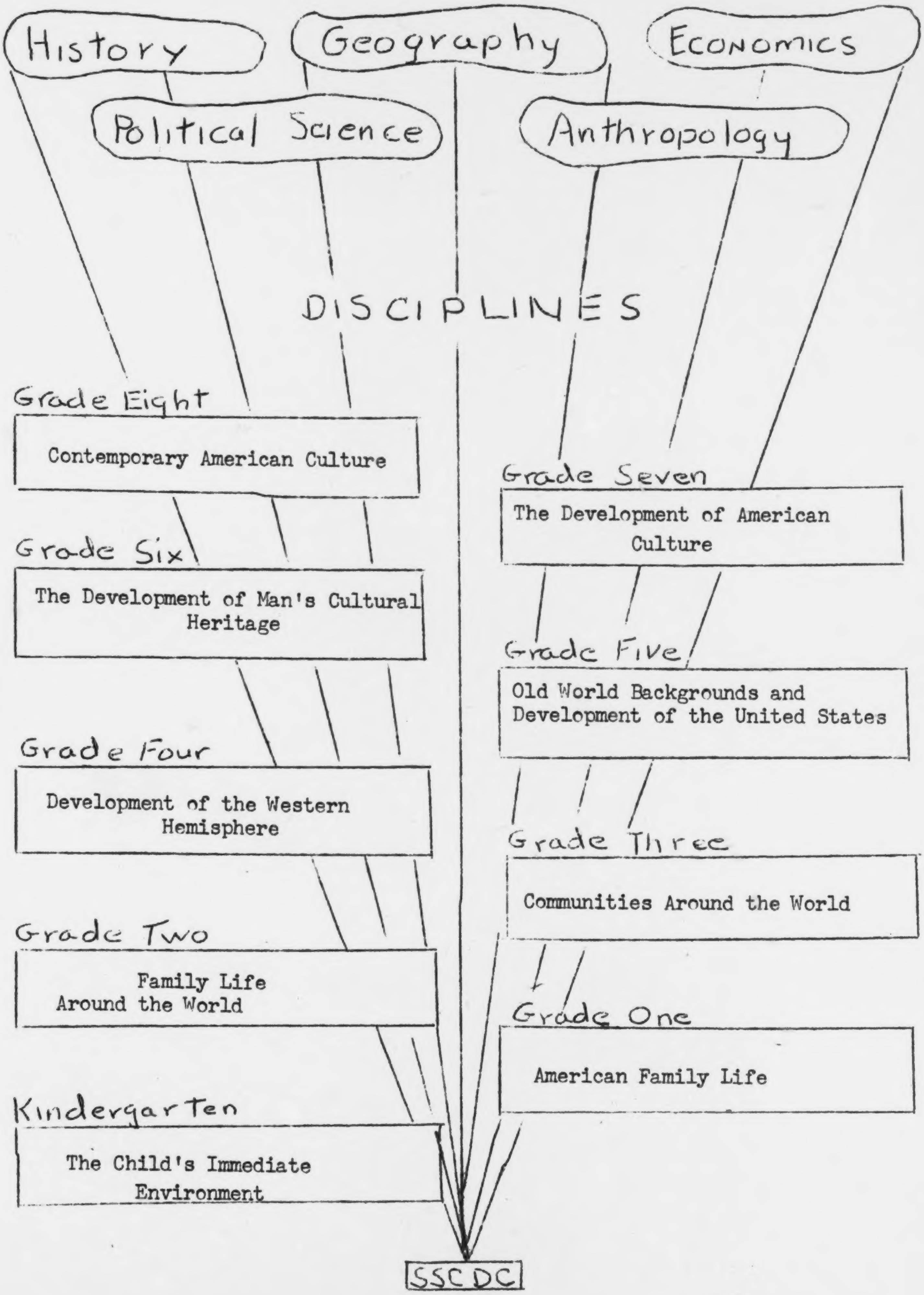
IV. It is understood that social science skills are basic tools of learning and are an essential part of our program. These intellectual processes make it possible for the student to obtain and apply knowledge.

The skills recommended in the guide represent an overview of all social science skills as prepared by the National Council for the Social Studies.

V. The inquiry approach to learning utilized. The study of the social sciences must be an active process in providing opportunities for children to think problems through. Conceptual learning involves observing, structuring hypotheses, examining, problem solving, comparing, reflecting, experiencing, deriving facts, and restructuring hypotheses until understandings are developed.

VI. A multi-media approach is used. In implementing this guide, the teacher should use a multi-media approach. Good teachers today find that using primary source materials, paperback books, short sets, 8 mm loops, filmstrips, transparancies, records, films, etc. provide a rich and diverse approach to teaching the social sciences. The Springfield Schools are continually adding to their collection of multi-media materials so that an increasing quantity is available to teachers and pupils.

THE SOCIAL STUDIES PROGRAM


History
Geography
Economics
Political Science
Anthropology
DISCIPLINES
SSCDC

Grade Eight

Contemporary American Culture

Grade Six

The Development of Man's Cultural Heritage

Grade Four

Development of the Western Hemisphere

Grade Two

Family Life Around the World

Kindergarten

The Child's Immediate Environment

Grade Seven

The Development of American Culture

Grade Five

Old World Backgrounds and Development of the United States

Grade Three

Communities Around the World

Grade One

American Family Life

PHILOSOPHY OF THE SOCIAL STUDIES

The role of social studies in the elementary school is the orientation of the child in his world which will serve as a foundation for further integration of learnings in his life in school and out of school. The program includes the acquisition of knowledge, the building of skills and the development of socially acceptable attitudes and behavior.

The social studies program has to do with people and the way people live and work together. It teaches the basic freedoms and their corresponding responsibilities. By learning certain subject matter, by observation, and by first hand experiences the child develops fundamental understandings about people's relationships to each other and to the natural world, about the effect of geographic location and the events of history upon his life, and an appreciation of his role as an individual member of society.

OBJECTIVES OF THE SOCIAL STUDIES

To have children:

- Understand themselves as individuals and as members of a family
- Understand the interdependence of the peoples of the world
- Realize that all the people in the world have the same basic needs and that they try to realize these basic needs in different ways
- Appreciate the cultural contributions of the peoples of the world
- Respect the inherent dignity of man
- Develop a knowledge of current affairs
- Develop the abilities to become effective citizens
- Know the role and value of education in all societies
- Understand the need for conservation of natural resources
- Understand the functioning of a democratic society
- Understand the role of economy in society
- Respect the dignity of all kinds of work well done
- Develop skills that will enable them to function effectively as human beings

Explanation of Unit Teaching

A unit is "an organization of various activities, experiences, and types of learning around a central problem, or purpose, developed cooperatively by a group of pupils under teaching leadership: involves planning, execution of plans, and evaluation of results."[1]

Every activity in unit planning, whether carried on by the individual or by the group, is an integral part of the whole. Ample time should be allotted for pupils to engage in learning experiences. Units, properly planned, afford opportunities for children not only to satisfy their drive to identify with problems but also opportunities to express solutions to questions that have been raised.

The process of problem solving is basic to unit teaching and the way social studies is taught in Springfield.

Considerations in Unit Planning[2]

STEP I. DETERMINE WHAT IS TO BE TAUGHT

Know major learnings which have been taught previously

Know the particular needs of this group of children

Know curriculum expectations for the grade

STEP II. DEFINE THE PROBLEM

Initiate discussions or activities which will encourage thinking in the area to be studied

Record children's ideas noting the questions which emerge

Help children formulate the problem to be solved. Solving this problem becomes the main goal for the unit

---

[1] Edited by Carter V. Good, Dictionary of Education, New York. McGraw Hill Book Company. 1959, P. 587.

[2] Suggested by Grand Rapids, Michigan.

STEP III. EVALUATE THE IDEAS GIVEN BY THE CHILDREN

The following questions should be considered:

Is this unit or body of information essential?

Does it contain enough material so that all children will be challenged?

Are definite curriculum and social goals included?

Can the children really work with this content?

STEP IV. PLAN WITH THE CHILDREN WAYS TO SOLVE THE PROBLEM

Sharpen the children's awareness to the question by considering possible solutions

Be selective of resources, materials, and activities in terms of time, needs, and the interests and abilities of children

STEP V. PLAN WITH THE CHILDREN THE PROBABLE SUMMARY ACTIVITIES

Plan with the children the method to be used to present learnings to others such as reports, puppet shows, and dramatizations

STEP VI. ORGANIZE THE CHILDREN'S IDEAS INTO AN OUTLINE OR PLAN FOR TEACHING

Make a concrete plan of work. The creative teacher will find in each unit of work a variety of ways in which plans may be developed

STEP VII. ORGANIZE THE GROUP FOR ACTIVE PARTICIPATION

Dependent upon the work to be done, decide upon effective group organization - total group, small study group, or individual. All three usually are used at different times during the development of a unit.

Total Group Organization

Small Group Organization
Following are suggested steps for working with small-group organizations:

STEP VII. ORGANIZE THE GROUP FOR ACTIVE PARTICIPATION (Con't.)

Small Group Organization (continued)

- Define duties of committee members
- Plan procedures for selecting a chairman
- Define small committee responsibilities
- Arrange classroom seating for group work
- Plan materials for varied abilities
- Begin work
  (In the beginning, classes may organize one group only in the first period using this as a model. Other groups can begin work as the pattern is established. As groups become more experienced, they might all begin work at the same time.)

Evaluate daily at the end of each working period or at the beginning of the next class lesson

- Evaluate progress in solving the problem
- Evaluate abilities in working together

Individual Project Organization

STEP VIII. CONSIDER SPECIFIC WAYS IN WHICH THE CONTENT OF VARIOUS SUBJECTS TAUGHT (1) MIGHT CONTRIBUTE TOWARD THE SOLUTION OF THE PROBLEM AND (2) MIGHT EXTEND AND ENRICH SOCIAL STUDIES LEARNINGS

(Select only those subject areas which can relate sensibly to the problem.)

STEP IX. PRESENT SUMMARY ACTIVITIES

STEP X. EVALUATE BOTH DURING AND AT THE END OF THE UNIT

Determine if the content has validity and if information secured is pertinent and related to the problem and its solution

Evaluate group processes to determine if children have become more skilled in working together

Determine to what extent the problem was solved

Determine the social studies strands included

Determine the growth in ability to think critically

Determine the growth in listening skills

Determine the extent to which individual needs were met

Evaluate academic and social growth with the children

Problem Solving Process (1)

What are the key words in teaching-informing, inquiring, telling, and/or discovering? Confronted with such a question, most teachers can "get" the "right answer." Of course, teaching is encouraging pupils to inquire, to discover, and to think.

But, in practice, far too many teachers proceed upon the assumption that teaching is telling, informing or imparting. Even many of the teachers who would like to stimulate thinking fall back upon the methods they have observed and experienced, especially in college classrooms.

In a typical lesson of the traditional type, the teacher writes the aim on the chalkboard. If the lesson is on imperialism, the class opens with the question "Who can define imperialism?" Or if the lesson is on Canada, the pupils are asked, "Why are we interested in Canada?" In truth, their interest hasn't been aroused and probably never will be. They will learn the names of places, products, and a few famous people, but they will gain little or no understanding of Canada.

Using this approach, a teacher merely scratches the surface, then plants a few seeds. Some of these may take root, especially in the minds of the brighter or more verbal students. But when harvest time (known as exam time) comes, such teachers are appalled at how little knowledge has flourished.

Good teachers plow up the soil a great deal deeper. They plant fewer seeds, but most of these take root. The immediate harvest is much more likely to be bountiful, the power to think in later life much more possible.

Almost any lesson can be planned as a problem-solving exercise. Whole units can be organized around a series of questions that the pupils raise. Even courses can be based upon the discovery method or problem solving. A world history course can focus on the various concepts people have had of "the good society" in different times and in different places. In economics, pupils can wrestle with a variety of problems based upon the central concept of unlimited wants versus limited resources, or on ways to increase and preserve available and potential resources.

Your first step in approaching the discovery method, the problem solving approach, is to take tomorrow's lesson (or a whole unit) and work out ways in which pupils can be encouraged to think. The results may not show immediately if your pupils have been taught for years to memorize what is in the book and hand it back. But persist; try different methods; encourage your pupils; experiment. Then you will begin to teach.

---

(1) Kenworthy - Background Papers for Social Studies - Wadsworth Publishing Company, 1966, p. 7

Techniques of Problem - Solving Approach

1. Identify the problem

2. State the hypothesis

3. Decide where and how to gather data

4. Collect data

5. Analyze and organize data

6. Test the hypothesis in terms of the data

7. Arrive at a conclusion based upon the data collected

Guide to Report Writing

Research activities, such as report writing, enable students to develop the ability to plan, organize, and carry out independent study activities that are a vital factor in quality social science programs.

It is important for students to learn an orderly sequence of planning and actualizing their investigations so that their reporting skills will be developed step-by-step in a logical progression. Our guide for report writing has been designed to facilitate the accomplishment of this objective and may be found in the Appendix.

The model, which is pupil oriented, was designed for the intermediate level; however, all teachers should find the guide useful by adapting it to meet the individual needs of their pupils.

SOCIAL STUDIES SKILLS: A GUIDE TO ANALYSIS AND GRADE PLACEMENT

Helping young people develop and use skills effectively is one of the central purposes of social studies instruction. Indeed, without an adequate command of skills, it is doubtful that students can gain the insights concerning their society or develop the habits of intellectual and social behavior that constitute the ultimate goals of the social studies program. Skills are tools for learning, both in and out of school. The student who develops a command of social studies skills during his school years and carries these skills into the adult years has laid a firm basis for continued learning throughout his life.

The chart which appears in the following pages has been developed as an aid to social studies teacher who desire to improve their teaching of social studies skills. It represents an illustrative analysis of major skills areas that should be developed in social studies programs. It is organized in two parts, as follows:

Part One. Skills which are a definite but shared responsibility of the social studies

I. Locating information
II. Organizing information
III. Evaluating information
IV. Acquiring information through reading
V. Acquiring information through listening and observing
VI. Communicating orally and in writing
VII. Interpreting pictures, charts, graphs, tables
VIII. Working with others

Part Two. Skills which are a major responsibility of the social studies

I. Reading social studies materials
II. Applying problem-solving and critical-thinking skills to social issues
III. Interpreting maps and globes
IV. Understanding time and chronology

The chart also suggests a tentative grade placement for three levels of emphasis on each sub-skill that is identified: (1) introducing the specific skill, through planned readiness experiences; (2) developing the skill systematically; and (3) reteaching, maintaining, and extending the skill as necessary.

Thus, the chart outlines a planned, sequential program for skill development, one that cuts across subject lines and bridges the gap between the elementary and the secondary school. It may serve as a reminder to every teacher that effective teaching of skills should be part of a cumulative program running from the early school years through high school. It may help the teacher plan so as to reinforce whatever command of skills his pupils have already attained at the same time that he leads them to a higher level of performance.

The chart may also be used by groups of social studies teachers and their colleagues in other fields as a point of departure in formulating their own analysis and plan for the social studies skills program in their own school system. When teachers thus clarify their own purposes for teaching skills, become sensitized to their pupils' needs for skill development, and identify ways of meeting those needs, major benefit to the instructional program will result that could never come from uncritical acceptance of an already formulated program.

Throughout this Yearbook the point has been made that pupils develop skills most effectively when there is systematic instruction and continuing application of the skills. The following principles of learning and teaching have been emphasized as a basis for the social studies skills program:

1. The skill should be taught functionally, in the context of a topic of study, rather than as a separate exercise.

2. The learner must understand the meaning and purpose of the skill, and have motivation for developing it.

3. The learner should be carefully supervised in his first attempts to apply the skill, so that he will form correct habits from the beginning.

4. The learner needs repeated opportunities to practice the skill, with immediate evaluation so that he knows where he has succeeded or failed in his performance.

5. The learner needs individual help, through diagnostic measures and follow-up exercises, since not all members of any group learn at exactly the same rate or retain equal amounts of what they have learned.

6. Skill instruction should be presented at increasing levels of difficulty, moving from the simple to the more complex; the resulting growth in skills should be cumulative as the learner moves through school, with each level of instruction building on and reinforcing what has been taught previously.

7. Students should be helped, at each stage, to generalize the skills, by applying them in many and varied situations; in this way, maximum transfer of learning can be achieved.

8. The program of instruction should be sufficiently flexible to allow skills to be taught as they are needed by the learner; many skills should be developed concurrently.

In applying these principles, teachers should keep two cautions in mind. First, although it is possible to make a general plan for continuity in skill development, it is impossible to set a particular place in the school program where it is always best to introduce a specific skill. Many factors enter into the final decision of the teacher, as he works with a specific class, and the general plan can serve only as a guide to what seems to be good practice.

True continuity in skill development is that which is developed within the learner, not that which can be blocked out in a general plan. Furthermore, it can never be assumed that a child has gained command of a particular skill merely because he has been exposed to it. Review and reteaching of skills that have been stressed at an earlier grade level are often necessary, even with the most capable students.

Second, the suggested grade placements indicated in the chart which follows are based on a combination of current practice and the subjective judgments of many teachers, including the authors. Both of these reflect what young people seem to be able to achieve within existing patterns of instruction. It is possible that pupils could achieve earlier and more effective command of many aspects of social studies skills if new patterns and approaches for instruction were employed. More systematic and intensive readiness experiences, for example, might enable children to profit from systematic instruction in skills at an earlier age. If so, they would gain an earlier command of tools that could enhance their learning through the rest of their school years. On the other hand, it is possible that present practice calls for instruction in some skills before the learner has developed the necessary related concepts. If so, he may not only fail for the moment but be handicapped in later efforts to gain control of the particular skill. Almost no research evidence exists to guide the proper grade placement of skill instruction. Evidence of this kind is urgently needed as a basis for improving the teaching of social studies skills. It is the hope of the authors that their efforts in preparing this guide to the analysis and grade placement of skill instruction will stimulate such research in the years immediately ahead.

The chart follows:

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Appendix

SOCIAL STUDIES SKILLS: A GUIDE TO ANALYSIS AND GRADE PLACEMENT

Eunice Johns and Dorothy McClure Fraser

Helping young people develop and use skills effectively is one of the central purposes of social studies instruction. Indeed, without an adequate command of skills, it is doubtful that students can gain the insights concerning their society or develop the habits of intellectual and social behavior that constitute the ultimate goals of the social studies program. Skills are tools for learning, both in and out of school. The student who develops a command of social studies skills during his school years and carries these skills into the adult years has laid a firm basis for continued learning throughout his life.

The chart which appears in the following pages has been developed as an aid to social studies teachers who desire to improve their teaching of social studies skills.[1] It represents an illustrative analysis of major skills areas that should be developed in social studies programs. It is organized in two parts, as follows:

Part One. Skills which are a definite but shared responsibility of the social studies

I. Locating information
II. Organizing information
III. Evaluating information
IV. Acquiring information through reading
V. Acquiring information through listening and observing
VI. Communicating orally and in writing
VII. Interpreting pictures, charts, graphs, tables
VIII. Working with others.

---

[1] In preparing this chart, the authors have consulted a wide range of curriculum materials and professional literature, including: Baltimore (Md.) Public Schools. *Guide to Elementary Education*, 1955; Buffalo (N.Y.) Public Schools. *Curriculum Guide, Kindergarten–Grade Three*, 1959, and *Curriculum Guide, Grade Four–Six*, 1959; Minneapolis (Minn.) Public Schools. *Social Studies*, 1957, John U. Michaelis, editor. *Social Studies in Elementary Schools*. Thirty-Second Yearbook. Washington, D.C.: National Council for the Social Studies, a department of the National Education Association, 1962. Chapter VI; and the body of the *Yearbook* in which this Appendix appears. They wish to acknowledge a particular debt to the social studies committees of the Washington County (Md.) Public Schools and of the Wilmington (Del.) Public Schools, whose draft formulations of similar charts are reflected in this chart.

Part Two. Skills which are a major responsibility of the social studies

I. Reading social studies materials
II. Applying problem-solving and critical-thinking skills to social issues
III. Interpreting maps and globes
IV. Understanding time and chronology.

The chart also suggests a tentative grade placement for three levels of emphasis on each sub-skill that is identified: (1) introducing the specific skill, through planned readiness experiences; (2) developing the skill systematically; and (3) reteaching, maintaining, and extending the skill as necessary.

Thus, the chart outlines a planned, sequential program for skill development, one that cuts across subject lines and bridges the gap between the elementary and the secondary school. It may serve as a reminder to every teacher that effective teaching of skills should be part of a cumulative program running from the early school years through high school. It may help the teacher plan so as to reinforce whatever command of skills his pupils have already attained at the same time that he leads them to a higher level of performance.

The chart may also be used by groups of social studies teachers and their colleagues in other fields as a point of departure in formulating their own analysis and plan for the social studies skills program in their own school system.[2] When teachers thus clarify their own purposes for teaching skills, become sensitized to their pupils' needs for skill development, and identify ways of meeting those needs, major benefit to the instructional program will result that could never come from uncritical acceptance of an already formulated program.

Throughout this *Yearbook* the point has been made that pupils develop skills most effectively when there is systematic instruction and continuing application of the skills. The following principles of learning and teaching have been emphasized as a basis for the social studies skills program:

1. The skill should be taught functionally, in the context of a topic of study, rather than as a separate exercise.

2. The learner must understand the meaning and purpose of the skill, and have motivation for developing it.

3. The learner should be carefully supervised in his first attempts to apply the skill, so that he will form correct habits from the beginning.

4. The learner needs repeated opportunities to practice the skill, with immediate evaluation so that he knows where he has succeeded or failed in his performance.

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[2] Teachers and curriculum committees who wish to reproduce the chart, or portions of it, are hereby granted permission to do so by the National Council for the Social Studies, holder of the copyright. It is requested, however, that in all cases the introductory pages (pp. 310-312) be included, since this explanatory material provides the necessary frame of reference for the proper use of the chart.

5. The learner needs individual help, through diagnostic measures and follow-up exercises, since not all members of any group learn at exactly the same rate or retain equal amounts of what they have learned.

6. Skill instruction should be presented at increasing levels of difficulty, moving from the simple to the more complex; the resulting growth in skills should be cumulative as the learner moves through school, with each level of instruction building on and reinforcing what has been taught previously.

7. Students should be helped, at each stage, to generalize the skills, by applying them in many and varied situations; in this way, maximum transfer of learning can be achieved.

8. The program of instruction should be sufficiently flexible to allow skills to be taught as they are needed by the learner; many skills should be developed concurrently.

In applying these principles, teachers should keep two cautions in mind. First, although it is possible to make a general plan for continuity in skill development, it is impossible to set a particular place in the school program where it is always best to introduce a specific skill. Many factors enter into the final decision of the teacher, as he works with a specific class, and the general plan can serve only as a guide to what seems to be good practice. True continuity in skill development is that which is developed within the learner, not that which can be blocked out in a general plan. Furthermore, it can never be assumed that a child has gained command of a particular skill merely because he has been exposed to it. Review and reteaching of skills that have been stressed at an earlier grade level are often necessary, even with the most capable students.

Second, the suggested grade placements indicated in the chart which follows are based on a combination of current practice and the subjective judgments of many teachers, including the authors. Both of these reflect what young people seem to be able to achieve within existing patterns of instruction. It is possible that pupils could achieve earlier and more effective command of many aspects of social studies skills if new patterns and approaches for instruction were employed. More systematic and intensive readiness experiences, for example, might enable children to profit from systematic instruction in skills at an earlier age. If so, they would gain an earlier command of tools that could enhance their learning through the rest of their school years. On the other hand, it is possible that present practice calls for instruction in some skills before the learner has developed the necessary related concepts. If so, he may not only fail for the moment but be handicapped in later efforts to gain control of the particular skill. Almost no research evidence exists to guide the proper grade placement of skill instruction. Evidence of this kind is urgently needed as a basis for improving the teaching of social studies skills. It is the hope of the authors that their efforts in preparing this guide to the analysis and grade placement of skill instruction will stimulate such research in the years immediately ahead.

The chart follows:

Social Studies Skills: A Guide to Analysis and Grade Placement

(Code: EP, early primary; LP, late primary; EI, early intermediate;
LI, late intermediate; J, junior high school; S, senior high school)

Part One: Skills which are a definite but shared responsibility of the social studies

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
I. Locating information			
A. Work with books			
1. Use title of books as guide to contents	EP	LP-LI	J-S
2. Use table of contents	LP	EI-J	S
3. Alphabetize	LP	EI-J	S
4. Use index	EI	LI-J	S
5. Use title page and copyright date	EI	LI-J	S
6. Use glossary, appendix, map lists, illustration lists	EI	LI-J	S
7. Distinguish between storybooks and factual books	LP-EI	LI-J	S
8. Choose a book appropriate for the purpose	LP-EI	LI-J	S
B. Find information in encyclopedias and other reference books			
1. Locate information in an encyclopedia by using key words, letters on volume, index, and cross references	EI	LI-J	S
2. Use reference works, such as World Almanac, atlases, Who's Who, Statesman's Yearbook	EI	LI-J	S
C. Make efficient use of the dictionary			
1. Alphabetize a list of words according to the first letter; according to the second and third letters	LP	EI-J	S
2. Use guide words	EI	LI-J	S
3. Learn correct pronunciation of a word	EI	LI-J	S
4. Understand syllabication	EI	LI-J	S
5. Choose the appropriate meaning of the word for the context in which it is used	EI	LI-J	S

D. Read newspapers, magazines, and pamphlets with discrimination			
1. Recognize these materials as sources of information about many topics, especially current affairs	LP	EI-LI	J-S
2. Select important news items	EI	LI	J-S
3. Select from these sources material that is pertinent to class activities	EI	LI-J	S
4. Learn the organization of a newspaper and how to use the index	LI	J	S
5. Learn about the sections of the newspaper	EI	LI	J-S
6. Recognize the differences in purpose and coverage of different magazines, papers, and pamphlets	LI	J-S	S
E. Know how to find material in a library, both school & public			
1. Locate appropriate books	EI	LI-J	S
2. Use a book card	EI	LI	
3. Use the card catalogue to learn that-			
a. A book is listed in three ways-by subject, by author, and by title	EI	LI-J	S
b. All cards are arranged alphabetically	EI	LI-J	S
c. Cards have call numbers in upper left-hand corner which indicate the location on the shelf	EI	LI-J	S
d. Some author cards give more information than the title or subject card	EI	LI-J	S
e. Information such as publisher, date of publication, number of pages and of illustrations, and usually some annotation are provided	EI	LI-J	S
f. The Dewey Decimal System is a key to finding books	J	S	S
4. Use the Readers' Guide to Periodical Literature and other indexes	J	S	S
F. Gather facts from field trips and interviews			
1. Identify the purpose of the field trip or interview	EP	LP-J	S
2. Plan procedures, rules of behavior, questions to be asked, things to look for	EP	LP-J	S
3. Take increasingly greater initiative in the actual conduct of the field trip or interview	EP	LP-J	S
4. Evaluate the planning and execution of the field trip or interview	EP	LP-J	S

F - Cont.

5. Find acceptable ways to open and close an interview	LP	EI-J	S
6. Express appreciation for courtesies extended during the field trip or interview	EP	LP-J	S
7. Record, summarize, and evaluate information gained	EP	LP-S	S
G. Be selective in using audiovisual materials (See Acquiring information through listening and observing; and Interpreting pictures, charts, graphs, tables; Part one, Sections V, VII.)	EP-LI	J	S
H. Use maps and globes in developing geographic skills (See Interpreting maps and globes, Part Two, Section III)	LP	EI-J	S
II. Organizing information			
A. Make an outline of topics to be investigated and seek material about each major point, using more than one source	EI	LI-S	S
B. Select the main idea and supporting facts	EI	LI-S	S
C. Compose a title for a story, picture, graph, map, or chart	EP	LP-LI	J-S
D. Select answers to questions from material heard, viewed, or read.	EP	LP-J	S
E. Take notes, making a record of the source by author, title, page.	LI	J-S	S
F. Classify pictures, facts, and events under main headings or in categories	LP	EI-J	S
G. Arrange events, facts, and ideas in sequence	EP	LP-J	S
H. Make simple outlines of material read, using correct outline form	LI	J-S	S
I. Write a summary of main points encountered in material	EI	LI-S	S
J. Make a simple table of contents	LP	EI-J	S
K. Make a bibliography	LI	J	S
III. Evaluating information			
A. Distinguish between fact and fiction	EP	LP-J	S
B. Distinguish between fact and opinion	LI	J-S	S
C. Compare information about a topic drawn from two or more sources to recognize agreement or contradiction	LP	EI-J	S
D. Consider which source of information is more acceptable, and why.	LP	EI-S	S
E. Examine reasons for contradictions, or seeming contradictions, in evidence	J	J-S	S

III-Cont.			
F. Examine material for consistency, reasonableness, and freedom from bias	J	J-S	S
G. Recognize propaganda and its purposes in a given context	J	J-S	S
H. Draw inferences and make generalizations from evidence	EP	LP-S	J-S
I. Reach tentative conclusions	EP	LP-S	J-S
IV. Acquiring information through reading			
A. Skim to find a particular word, get a general impression, or locate specific information	LI	J-S	S
B. Read to find answers to questions	EP	LP-J	S
C. Make use of headings, topic sentences, and summary sentences to select main ideas and differentiate between main and subordinate ideas	EI	LI-J	S
D. Select the statements that are pertinent to the topic being studied.	LP	EI-J	S
E. Make use of italics, marginal notes, and footnotes to discover emphasis by author	LI	J-S	S
F. Consciously evaluate what is read, using the approaches suggested in Section III above	LI	J-S	S
V. Acquiring information through listening and observing			
A. Listen and observe with a purpose	EP	LP-J	S
B. Listen attentively when others are speaking	EP	LP-J	S
C. Identify a sequence of ideas and select those that are most important	LP	EI-J	S
D. Relate, compare, and evaluate information gained through listening and observing with that gained from other sources of information	LP-EI	LI-J	S
E. Adjust to a speaker's voice and delivery and to the pnysical conditions of the situation	LP	EI-J	S
F. Reserve judgment until the speaker's entire presentation has been heard	J	J-S	S
G. Take notes while continuing to listen and to observe	J	J-S	S
H. Analyze video and audio presentations, e.g., films, pictures, models, exhibits, and other graphic materials concerned with social studies topics	J	J-S	S

VI. Communicating orally and in writing

A. Speak with accuracy and poise

1. Develop an adequate vocabulary	EP	LP-J	S
2. Choose the appropriate word	EP	LP-J	S
3. Pronounce words correctly and enunciate clearly	EP	LP-J	S
4. Talk in sentences	EP	LP-J	S
5. Prepare and use notes in presenting an oral report, giving credit when material is quoted	EI	LI-S	S
6. Keep to the point in all situations involving oral expression	EP	LP-J	S
7. Develop self-confidence	EP	LP-J	S
8. Exchange ideas through discussion, either as leader or participant	EP	LP-J	S
9. Respect limitations of time and the right of others to be heard	EP	LP-J	S

B. Write with clarity and exactness

1. Collect, evaluate, and organize information around a clearly defined topic (see Sections I-V above)	LI	J-S	S
2. Write independently, avoiding copying from references	EI-LI	J-S	S
3. Give credit for quoted material	LI	J-S	S
4. Use standard English	LI	J-S	S
5. Include a bibliography to show source of information	EI	LI-J	S
6. Include footnotes when necessary	J	J-S	S
7. Apply the skills being developed in printing, writing, spelling, punctuating, capitalizing, and arranging written work	LP	EI-J	S
8. Proofread and revise	LI	J-S	S

VII. Interpreting pictures, charts, graphs, tables

A. Interpret pictorial materials

1. Recognize these materials as sources of information	EP	LP-J	S
2. Distinguish between types of pictorial material, recognize the advantages of each, and recognize the need for objectivity in interpretation	EI	LI-J	S
3. Note and describe the content of the material, both general and specific	EP	LP-LI	J-S

VII. A. (cont.)

4. Interpret by applying related information, and use the material as one basis for drawing conclusions	EP	LP-J	S
B. Interpret cartoons			
1. Recognize these materials as expressing a point of view and interpret the view expressed	LI	J-S	S
2. Note and interpret the common symbols used in cartoons	LI	J-S	S
C. Study charts			
1. Understand the steps in development indicated	LI	J-S	S
2. Trace the steps in the process shown	LI	J-S	S
3. Compare sizes and quantities	LI	J-S	S
4. Analyze the organization or structure	LI	J-S	S
5. Identify elements of change	LI	J-S	S
D. Study graphs and tables			
1. Understand the significance of the title	EI	LI-J	S
2. Determine the basis on which the graph or table is built and the units of measure involved	EI	LI-J	S
3. Interpret the relationships shown	EI	LI-J	S
4. Draw inferences based on the data	EI	LI-J	S
E. Construct simple graphs, charts, tables, and other pictorial materials (including cartoons)	EI	LI-J	S
F. Relate information derived from pictures, charts, graphs, and tables with that gained from other sources	LI	J	S
VIII. Working with others			
A. Respect the rights and opinions of others	EP	LP-S	S
B. Understand the need for rules and the necessity for observing them	EP	LP-S	S
C. Take part in making the rules needed by the group	EP	LP-S	S

VIII. (Cont.)

D. Accept the role of leader or follower, as the situation requires	EP	LP-S	S
E. Profit from criticism and suggestions	EP	LP-S	S
F. Distinguish between work that can be done most efficiently by individuals and that which calls for group effort	EP	LP-S	S
G. Use the rules of parliamentary procedure when needed	LI	J	S

PART TWO: Skills which are a major responsibility of the social studies

I. Reading social studies materials			
A. Understand an increasing number of social studies terms	EP	LP-S	S
B. Learn abbreviations commonly used in social studies materials	EI	LI-J	S
II. Applying problem-solving and critical-thinking skills to social issues			
A. Recognize that a problem exists	EP	LP-J	S
B. Define the problem for study	EP	LP-J	S
C. Review known information about the problem	EP	LP-J	S
D. Plan how to study the problem	EP	LP-J	S
E. Locate, gather, and organize information (for detailed analysis, see Part One, Section 1)	EP	LP-J	S
F. Interpret and evaluate information (for detailed analysis, see Part One, Section III)	EP	LP-J	S
G. Summarize and draw tentative conclusions	EP	LP-J	S
H. Recognize the need to change eonclusions when new information warrants	EP	LP-J	S
I. Recognize areas for further study	EP	LP-J	S
J. Use problem-solving techniques in meeting personal and societal problems	EP-LP	EI-J	S

III. Interpreting maps and globes			
A. Orient the map and note directions			
1. Use cardinal directions in classroom and neighborhood	LP	EI-J	
2. Use intermediate directions, as southeast, northwest	EI	LI-J	S
3. Use cardinal directions and intermediate directions in working with maps	EI	LI-J	S
4. Use relative terms of location and direction, as near, far, above, below, up, down	EP	LP-J	S
5. Understand that north is toward the North Pole and south toward the South Pole on any map projection	LP-EI	LI-J	S
6. Understand the use of the compass for direction	EI	LI-J	S
7. Use the north arrow on the map	EI	LI-J	S
8. Orient desk outline, textbook, and atlas maps correctly to the north	EI	LI-J	S
9. Use parallels and meridians in determining direction	EI	LI-J	S
10. Use different map projections to learn how the pattern of meridians and that of parallels differ	EI	LI-J	S
11. Construct simple maps which are properly oriented as to direction	EI	LI-J	S
B. Locate places on maps and globes			
1. Recognize the home city and state on a map of the United States and on a globe	EI	LI-J	S
2. Recognize land and water masses on a globe and on a variety of maps- physical-political, chalkboard, weather, etc.	LP	EI-J	S
3. Identify on a globe and on a map of the world, the equator, tropics, circles, continents, oceans, large islands	EI	LI-J	S
4. Use a highway map for locating places by number and key system; plan a trip using distance, direction, and locations	EI	LI-J	S
5. Relate low latitudes to the equator and high latitudes to the polar areas	EI	LI-J	S

III. B. (Cont.)

6. Interpret abbreviations commonly found on maps	EI	LI-J	S
7. Use map vocabulary and key accurately	EI	LI-J	S
8. Use longitude and latitude in locating places on wall maps	LI	J	S
9. Use an atlas to locate places	LI	J	S
10. Identify the time zones of the United States and relate them to longitude	EI	LI-J	S
11. Understand the reason for the International Date Line, and compute time problems of international travel	J	S	S
12. Consult two or more maps to gather information about the same area	EI	LI-J	S
13. Recognize location of major cities of the world with respect to their physical setting	EI	LI-J	S
14. Trace routes of travel by different means of transportation	EI	LI-J	S
15. Develop a visual image of major countries, land forms, and other map patterns studied	EI	LI-J	S
16. Read maps of various types which show elevation	EI	LI-J	S
17. Understand the significance of relative location as it has affected national policies	LI	J-S	S
18. Learn to make simple sketch maps to show location	LP	EI-J	S
C. Use Scale and compute distances			
1. Use small objects to represent large ones, as a photograph compared to actual size	EP	LP-J	S
2. Make simple large-scale maps of a familiar area, such as classroom, neighborhood	EP	LP-J	S
3. Compare actual length of a block or a mile with that shown on a large-scale map	EI	LI-J	S
4. Determine distance on a map by using a scale of miles	EI	LI-J	S
5. Compare maps of different size of the same area	EI	LI-J	S
6. Compare maps of different areas to note that a smaller scale must be used to map larger areas	EI	LI-J	S
7. Compute distance between two points on maps of different scale	EI	LI-J	S
8. Estimate distances on a globe, using latitude; estimate air distances by using a tape or a string to measure great circle routes	LI	J	S

III. C. (Cont.)

9. Understand and use map scale expressed as representative fraction, statement of scale, or bar scale	LI	J	S
10. Develop the habit of checking the scale on all maps used	EI	LI-J	S
D. Interpret map symbols and visualize what they represent			
1. Understand that real objects can be represented by pictures or symbols on a map	EP	LP-J	S
2. Learn to use legends on different kinds of maps	EI	LI-J	S
3. Identify the symbols used for water features to learn the source, mouth, direction of flow, depths, and ocean currents	EI	LI-J	S
4. Study color contour and visual relief maps and visualize the nature of the areas shown	LI	J	S
5. Interpret the elevation of the land from the flow of rivers	LI	J	S
6. Interpret dots, lines, colors, and other symbols used in addition to pictorial symbols	EI	LI-J	S
7. Use all parts of a world atlas	J	S	S
E. Compare maps and draw inferences			
1. Read into a map the relationships suggested by the data shown, as the factors which determine the location of cities	EI	LI-J	S
2. Compare two maps of the same area, combine the data shown on them, and draw conclusions based on the data	EI	LI-J	S
3. Recognize that there are many kinds of maps for many uses, and learn to choose the best map for the purpose at hand	EI	LI-J	S
4. Understand the differences in different map projections and recognize the distortions involved in any representation of the earth other than the globe	LI	J	S
5. Use maps and the globe to explain the geographic setting of historical and current events	LI	J	S
6. Read a variety of special-purpose maps and draw inferences on the basis of data obtained from them and from other sources	J	J	S

III. E. (Cont.)

7. Infer man's activities or way of living from physical detail and from latitude	EI	LI-J	S
IV. Understanding time and chronology			
A. Develop an understanding of the time system and the calendar			
1. Learn to tell time by the clock	EP	LP	LI
2. Use names of the days of the week in order	EP	LP	EI
3. Use names of the months in sequence	EP	LP	EI
4. Use calendar to find dates of special events and to determine length of time between important dates	EP	LP-LI	J
5. Associate seasons with particular months in both northern and southern hamispheres	EP	LP-LI	J-S
6. Understand the relation between rotation of the earth and day and night	LP	EI-J	S
7. Understand the system of time zones as related to the rotation of the earth	LP	EI-J	S
8. Understand the relation between the earth's revolution around the sun and calendar year	LP	EI-J	S
9. Accumulate some specific date-events as points of orientation in time	EI	LI-S	S
10. Comprehend the Christian system of chronology- B.C. and A.D.	EI	LI-J	S
11. Use the vocabulary of definite and indefinite time expressions			
a. Use such definite time concepts as second, minute, yesterday, decade, century	EI	LI-J	S
b. Use such indefinite time concepts as past, future, long ago, before, after, meanwhile	EP	LP-J	S
12. Acquire a sense of prehistoric and geological time	J	J-S	S
13. Learn to translate dates into centuries	EI	LI-J	S
B. Develop an understanding of events as part of a chronological series of events and an understanding of the differences in duration of various periods of time			
1. Recognize sequence and chronology in personal experiences, as the school day, weekly schedule, etc.	LP	EI-LI	
2. Learn to arrange personal experiences in order	EP	LP-LI	
3. Comprehend sequence and order as expressed in first, second, third, etc.	EP	LP-LI	

IV. B. (Cont.)

4. Learn to think of the separation of an event from the present in arithmetical terms	EI	LI-J	S
5. Learn to figure the length of time between two given dates	EI	LI-J	S
6. Understand differences in duration of various historical periods	J	J-S	S
7. Understand and make simple time lines	EI	LI-J	S
8. Use a few cluster date-events to establish time relationships among historic events	EI	LI-S	S
9. Learn to relate the past to the present in the study of change and continuity in human affairs	EI	LI-S	S
10. Learn to formulate generalizations and conclusions about time in studying the development of human affairs	J	J-S	S[1]

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[1] Carpenter, Helen McCracken, ed., Skill Development in Social Studies: 33rd Yearbook, Washington, D. C.: National Council for the Social Studies. 1963.

DEFINITIONS OF THE SOCIAL SCIENCES

1. Economics - analyzes information concerned with the production, consumption, and distribution of wealth and income.

2. Geography - defines the physical and cultural features found on earth, shows their distribution, and makes them understandable by examining the forces that are fundamental to their interrelationships.

3. History - is the record of the whole of human experiences within a chronological framework. It serves as a base to understand the present and to project into the future.

4. Anthropology - is the study of man's evolution and present biological form, his modes of organizing group life, and coping with his natural environment via cultural means.

5. Political Science - is the study of government organization and control of power needed to formulate public policy and administer public services. It helps individuals to understand their opportunities and obligations as citizens and participate in the affairs of the community, state, nation and world.

Economics - Concepts	Kindergarten - Second Immediate Environment, Family Life Around the World	Third Communities	Devel
I. Basic conflict between unlimited wants and limited resources. The basic economic problem confronting every individual and nation is the conflict which exists between unlimited wants and limited human resources. At any moment of time, man's desires for goods and services outrun the resources (men, machines, and natural resources) necessary to their production.	1. Individuals and families want more than they have. 2. All members of families are consumers. 3. Food, clothing, and shelter are basic wants. 4. People depend upon plants and animals for food; upon natural resources and skills for other goods. 5. Income is the source used by people to meet their needs. 6. Individuals have a responsibility to use limited resources wisely. 7. Some members of families produce goods and services. 8. The productivity of a community is dependent on its natural resources. Different communities have different natural resources.	1. Scientific development has helped society expan its needs. 2. The amount of goods and services produced by an human resources. 3. Technology has taught the farmer to increase his yield per acre to better meet demands for food.	
II. Societies and individuals make economic decisions. Individuals and societies have to develop allocating methods because of limited resources and unlimited wants. 1. The kinds of goods to be produced 2. Methods of production to be used 3. Quantity of goods to be produced 4. Level of production and employment to be maintained 5. Determination to whom goods and services will be distributed	1. We must make a choice of what we get because we cannot get all we want. 2. Families must make choices. 3. All work to produce goods and services is important. 4. Workers produce goods and services for the family. 5. Tools and machines help people work. 6. People in different communities differ in ways of meeting their needs. 7. Families buy goods and services that they cannot produce. 8. Community production varies as natural resources differ.	1. Our choices for the things we want are closely habits. 2. Man's effective use of machines has increased pr increased his standard of living. 3. Some areas of the world tend to be undernourishe lack machines and money to produce the goods and	
III. Influences upon economic decisions and systems. Economic decisions and systems are influenced by values of society as well as factors that shape culture, geography, social structure, political history, technical skills, and literacy.	1. Families in the same neighborhood usually meet their needs in similar ways. 2. In a democracy, we choose the type of work we wish. We decide how to spend the money we earn. 3. Some governments provide more help than others to those having an inadequate share of community's income.	1. In a democratic society, a man's progress in sa 2. Individuals in our nation operate businesses pr for the purpose of making a profit.	3. Our dem courage and inv additio
IV. Tradition, command and market economies are methods of solving economic problems. Economic resources can be used in many ways. Societies have involved three basic methods of allocating resources to meet wants: command economies, market economies, and traditional economies.	1. We use part of our income to buy goods in our communities. 2. We save part of our income. 3. If people in our society want more goods, suppliers will increase their supplies (Manufacturers produce according to supply and demand.) 4. Prices on goods in our society will increase if people want them.	1. Goods that are scarce will be expensive if demande 2. Availability generally determines cost. 3. Competition in sale of goods and services promotes progress, provides opportunities to individuals fo 4. The law of supply and demand has been an important is determined by the interaction of supply and dem 5. Private enterprise has developed with the idea tha to cover costs of producing plus a profit. 6. There are many ways for man in a society to produce ing alone, in a partnership, or as part of an organ	7. The syste duction of carried ou has been a American e

economic decisions. Individuals and societies have to develop allocating methods because of limited resources and unlimited wants. 1. The kinds of goods to be produced 2. Methods of production to be used 3. Quantity of goods to be produced 4. Level of production and employment to be maintained 5. Determination to whom goods and services will be distributed	get because we cannot get all we want. 2. Families must make choices. 3. All work to produce goods and services is important. 4. Workers produce goods and services for the family. 5. Tools and machines help people work. 6. People in different communities differ in ways of meeting their needs. 7. Families buy goods and services that they cannot produce. 8. Community production varies as natural resources differ.	2. Man's effective use of machines has increased pr increased his standard of living. 3. Some areas of the world tend to be undernourishe lack machines and money to produce the goods and
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V. Division of labor increases efficiency. The efficiency of production can be improved and the gap between limited resources and unlimited wants lessened by the division of labor and job specialization.	1. People choose many different kinds of work in many different areas. 2. Division of labor (more people working together on the production of a goal) helps produce things better and faster. 3. People in our society are interdependent. (For ex., people depend on the farmer and in turn, the farmer depends on many people.) 4. Many types of inventions have contributed to job specialization. 5. Sharing of household tasks increases efficiency at home.	1. Some things we get from others because we canno making or doing certain things. 2. Some people are producers of goods; other of se 3. Since people (human resources) are limited, much on wise use and conservation of our human resou 4. By using specialists, families and communities are able to get more efficient use of the goods and services produced.
VI. Interdependence has made trade a necessity. Most societies, because of job specialization and limited resources, become dependent upon other societies to satisfy some of their wants. Systems of transportation to facilitate trade becomes a necessity.	1. An exchange of goods and services usually takes place among groups in society. (Factories and farms sell what they produce to families, communities, and nations all over the world.) 2. Means of transportation are necessary to distribute goods. 3. All goods used by a group (family, community) are not necessarily made by them.	1. Regions are interdependent because resources are 2. Some na coopera 3. Nation duce e

	Development of Western Hemisphere	Old World Backgrounds and Development of the United States	The Development of Man's Cultural Heritage	
helped society expand its economy and better meet vices produced by an economy depends upon the abundance and wise utilization of natural and armer to to bet-		1. Nationalism and mercantilism are results of this economic conflict. 3. As time goes by, the great wealth of natural resources dwindles.	1. The growing need of nations throughout adjacent areas to their borders has al 2. Each society develops an economic syst uses. Economic systems vary.	1
we want are closely related to our spending hines has increased productivity which has living. nd to be undernourished and ill fed because they produce the goods and services they need.		1. Feudalism was a system used during the middle ages as a basis for economic systems.	1. Nations unable to satisfy their wants 2. All nations are striving for a rapid	
a man's progress in satisfying his wants is largely determined by his own efforts. operate businesses producing goods and services a profit.	3. Our democratic heritage has encouraged individual initiative and inventiveness in creating additional goods and services.		1. The level of living is the amount and ferent levels. 2. Incomes of various regions of the U.S. the population. 3. Earnings and spendings of these earnin 4. The geography of a nation influences i	5
be expensive if demanded.⟶ rmines cost.⟶ s and services promotes the most efficient use of scarce resources, encourages economic ities to individuals for self-advancement in business and benefits the consumer. d has been an important principle in most economies. The price of most goods and services ction of supply and demand. loped with the idea that an individual has a right to sell goods and services for enough plus a profit. in a society to produce goods and services: work- , or as part of an organization.	7. The system of free enterprise (production of goods and services to be carried out by private individuals) has been a characteristic of the American economy from its earliest beginning.		1. Capitalism, communism, and socialism a solve the universal economic problem o 2. Economic freedom, like political freed	3 4 5 6 7
ers because we cannot produce them ourselves. Many people are trained and skilled in ngs. f goods; other of services. es) are limited, much of our well being depends n of our human resources. ies and more and		2. The manorial system was a method of allocating jobs during the Middle Ages.	1. Geographical, occupational, and technol and faster.	2

hes has increased productivity which has
iving.
l to be undernourished and ill fed because they
roduce the goods and services they need.

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has been an important principle in most economies. The price of most goods and services
ion of supply and demand.
oped with the idea that an individual has a right to sell goods and services for enough
lus a profit.
n a society to produce goods and services: work-
or as part of an organization.

7. The system of free enterprise (production of goods and services to be carried out by private individuals) has been a characteristic of the American economy from its earliest beginning.

1. Capitalism, communism, and socialism are
solve the universal economic problem of
2. Economic freedom, like political freedom
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s because we cannot produce them ourselves. Many people are trained and skilled in
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goods; other of services.
) are limited, much of our well being depends
of our human resources.
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2. The manorial system was a method of allocating jobs during the Middle Ages.

1. Geographical, occupational, and technolog
and faster.
2.

ause resources are not divided equally throughout the world.

2. Some nations had slower economic growth because of their failure to cooperate economically with other nations.
3. Nations try to buy things from other nations which they cannot produce efficiently.

1. Exports, imports and international investm
developed part of major economies.
2. International trade develops a larger mark
dependence.
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4. Mo

evelopment	Sixth The Development of Man's Cultural Heritage	Seventh The Development of American Culture	Eighth Contemporary American Culture
ism are re- nflict. natural and wealth of s.	1. The growing need of nations throughout history for economic improvement has led them to seek colonies. Control of adjacent areas to their borders has also been practiced. (mercantilism, imperialism) 2. Each society develops an economic system to deal with problems of how to allocate resources among the alternative uses. Economic systems vary.	3. One way people can get more and better goods and services is through technological progress. This includes new ideas, invention of better machines to produce goods and services, discovery of new supplies and uses of natural resources. 4. Our economic activities are constantly changing because of technology.	5. Our government provides goods and services for the people that cannot be provided by private business (defense, highways, education).
d during for	1. Nations unable to satisfy their wants lack skills, capital, resources, and often a stable government. 2. All nations are striving for a rapid growth no matter what their economic development or type of economic system.	3. In our private system, consumer demand in the market is the main force that determines the allocation of productive resources among competing wants.	
s.	1. The level of living is the amount and kinds of goods and services the people possess. All societies have different levels. 2. Incomes of various regions of the U.S. and the world are determined in part by the location, size, and skill of the population. 3. Earnings and spendings of these earnings help to promote consumption throughout the world. 4. The geography of a nation influences its economic system. →	5. The level of living affects the culture and life style of a society. All societies have differences and similarities.	6. All nations want economic growth increasing their per capita output of goods. 7. All people of the world receive a varied income which will be reflected in their standard of living.
onomic services enough	1. Capitalism, communism, and socialism are all different ways in which various economic systems have attempted to solve the universal economic problem of unlimited wants and limited resources. 2. Economic freedom, like political freedom, is not absolute.	3. Economic welfare is a goal in most modern societies. 4. All economic systems of the world have varying degrees of government intervention. 5. Our American method of making basic economic decisions with respect to use of resources through a system of markets and prices, provides us with a maximum amount of economic freedom. 6. Our government regulates some of our economic activity in order to benefit all people. The government's economic role has increased as our economy has become more complex. 7. A command economic system is one where government officials make most of the decisions concerning what will be produced and who will benefit from goods and services produced.	
l in	1. Geographical, occupational, and technological specialization are results of man's desire to produce more, better and faster.		

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1. Geographical, occupational, and technological specialization are results of man's desire to produce more, better and faster.
2. Technological progress has caused increased specialization and therefore, productive resources are more efficiently used.
3. Most countries of the world have been developing specialized labor forces to fill the need for continued economic growth.
4. Increased specialization has led to many problems in labor relations.

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1. Exports, imports and international investments are necessary for economic growth. International trade is a highly developed part of major economies.
2. International trade develops a larger market for each nation, leading to increased production and greater interdependence.
3. Technological progress leading to resources being used more efficiently, has made people more interdependent.
4. Most nations strive for a favorable balance of trade.
5. Since international trade is important to our economies, the functions and operations of international agencies for economic cooperation are vital to all nations.
6. Nations today must cooperate through world trade, conservation and aid to economically underdeveloped nations. (Common market, etc.)

Geography - Concepts	Kindergarten - Second Immediate Environment, Family Life Around the World	Third Communities	De
I. Maps are necessary to understand the inter-relationship among inhabitants of the earth to their cultural and physical phenomena.	1. The globe is a true map of the earth because it shows its roundness. 2. A map is a plan or diagram showing a part or all of the earth. 3. A map tells certain facts such as: altitude, shape of the land, and general direction in which a river flows.	1. There are directions shown on a map: north, south, east, and west. 2. The earth has a relationship to other planets. 3. All maps must have a key or legend. To understand the map, one must understand the key or legend. 4. Latitude lines appear to run from east and west on maps and globes. They are parallel to the equator and are called parallels or latitudes.	1. Pa de gl 2. Al ar ot no 3. Lo li 4. Lo me me in
II. The distinctive character of each place and the difference from one place to another are completely inter-related.	1. There is a relationship among neighborhoods. 2. Neighborhoods develop according to the needs of the community.	1. Communities occupy particular places in the 2. There is a distinctive character of every p place to another are completely interrelate	
III. Settlements are composed of a series of separate sites. Each functions within the urban structure.	1. The settlement is an economic unit. 2. There are many factors in the origin of urban settlements. 3. Cities have social and cultural patterns.	1. The significance of a place is due to its location in respect to other places. 2. There are certain land use patterns which are inevitable.	1. Tec shi peo 2. The eac one int
IV. The basic unit for geographical study is the region. Understanding it involves the recognition of the GESTALT.	1. Places differ in many ways. 2. The basic unit of geography is the region. 3. Man can overcome his geographic limitations.	1. Site and situation are two aspects of place. Region is the personality of an area. 2. All kinds of things are distributed unequally and unevenly over the earth.	1. T p 2. P 3. F w
V. Resources and their use are related to the cultural, technological, and physical development of man's surroundings.	1. Man uses resources in order to adapt to his surroundings. 2. Differences exist among peoples of the world because environments and cultures differ. 3. There is an interaction between man and land.	1. A resource is not a resource unless man knows how to use it. 2. Man can choose to improve his environment. 3. The need for space relationship between man and his environment has become essential.	1. Ma hi 2. Cu sc 3. Di th cu 4. Pe ca

	Fourth Development of Western Hemisphere	Fifth Old World Backgrounds and Development of the United States	Sixth The Development of Man's Cultural Heritage	The
st. o end. t rom s. r	1. Parallels of latitude can help determine direction on maps and globes. 2. All places on the same parallel are directly east or west of each other and are the same distance north or south of the equator. 3. Longitude lines are north-south lines extending from pole to pole. 4. Longitude lines are called meridians. The zero or prime meridian passes through Greenwich in England.	1. The meaning of the symbols used on a specific map are described in the legend. 2. The scale of miles on a globe or map enables us to determine the distance from one place to another. 3. Maps are drawn to different scales. The larger the scale used, the more the details that can be shown on the map.	1. A map tells you certain facts about the earth; physical features, climate, divisions, vegetative regions and cultural distributions. 2. There are many different types of map projections: polar projections, equal area projection, mercator projection, homolographic projection, sinusoidal projection.	1. Ma me 2. Ma ar pa
places in the world which are related. r of every place; the differences from one interrelated.		1. There are distinctive geographic patterns within a spatial ensemble. 2. Geographic patterns occur because of similarities in various places on the surface of the earth.	1. The geographer looks at the overall view of a particular part of the world. He sees interrelationships of the various individual factors, and ties them together in an understanding of the reality of the place.	1. Ar te 2. Te de ar ar
to erns	1. Technology and automation cause shifts in the occupation of people. 2. There is a distinctive character of each place; the differences from one place to another are complexly interrelated.	1. Cities are made up of a series of separate land use areas. Each is the site of particular functions within the total urban structure. 2. The characteristics of a settlement are the products of heritage and continuous change based on cultural and physical phenomena.	1. The significance of a place is due to its location in respect to other places. 2. A settlement is an economic unit.	1. Di of me
cts h puted	1. There is an interdependence among places. 2. Places differ in many ways. 3. Facts can be viewed in association with space.	1. People living in similar natural settings throughout the world have similarities. 2. Man can overcome his geographic limitations.	1. Geographic patterns occur because of similarities in various places on the surface of the earth.	1. Ge of st di
n- p t	1. Man is not entirely at the mercy of his physical environment. 2. Culture may determine use of resources. 3. Differences exist among peoples of the world because environments and cultures differ. 4. People differ from one another because of environments.	1. Although environmental limitations are much greater in some parts of the world, man's demonstrated ability to overcome limitations shows the importance of choice. 2. There is an interaction between man and land.	1. Man can choose to use his environment in certain ways because his intelligence enables him to change and modify his environment.	1. Th ph 2. Re

d States	Sixth The Development of Man's Cultural Heritage	Seventh The Development of American Culture	Eighth Contemporary American Culture
used on d in the be or the another. scales. the more wn on the	1. A map tells you certain facts about the earth; physical features, climate, divisions, vegetative regions and cultural distributions. 2. There are many different types of map projections: polar projections, equal area projection, mercator projection, homolographic projection, sinusoidal projection.	1. Maps may be used in making judgments about man's life. 2. Maps reflect particular culture areas which develop to satisfy particular needs.	1. Map and globe analysis aid in discovering cause and effect relationships and differing interactions among geographic elements.
raphic ensemble. because places h.	1. The geographer looks at the overall view of a particular part of the world. He sees interrelationships of the various individual factors, and ties them together in an understanding of the reality of the place.	1. Areal differentiation and integration require interaction. 2. Territorial specialization demands connections with other areas for the exchange of goods and services.	1. The physical environment is not a rigid mold to which all people at all times must conform. 2. Man's exploration in space is changing the geographic concept of the world.
ies of ch is tions ture. tlement and ultural	1. The significance of a place is due to its location in respect to other places. 2. A settlement is an economic unit.	1. Differences exist among people of the world because environments and cultures differ.	1. There is a relationship among location, growth, and area arrangement of a settlement.
tural ld phic	1. Geographic patterns occur because of similarities in various places on the surface of the earth.	1. Geography takes a composite view of all elements of societal structure and so cuts across all disciplines.	
ations ts of d ons ce. een	1. Man can choose to use his environment in certain ways because his intelligence enables him to change and modify his environment.	1. There is a relationship between physical and cultural phenomena. 2. Resources are culturally determined.	1. Man can choose to improve his environment through the extensive utilization of present technology. 2. People differ from one another as do environments and each is in equilibrium with the other.

History - Concepts	Kindergarten - First Immediate Environment - Family Life	Second Family Life Around the World	Third Communities
I. History has shown us that although change takes place at various rates, all things are subject to change. These changes may or may not constitute progress as seen in relation to the whole spectrum of history.	1. Everything around us changes. 2. Some neighborhoods change more rapidly than others. 3. Neighborhood changes may be either good or bad. 4. Buildings and construction cause neighborhoods to change rapidly.	1. Our world is very different from what it was when our parents were children. 2. Families around the world are each at a different stage of development. 3. Many of the old ways of family and community life are disappearing. 4. Better communication and increased travel has changed around us.	1. The world around u dynamic nature. 2. Many present-day c are as primitive a ties of long ago. 3. Every culture does on what constitutes
II. Since human experience is a complex, continuous, and inter-related activity, it is necessary that man be studied in relation to his past and present. Thus the study of man is the study of his past relationships with other men.	1. Every man is a product of his immediate environment. 2. In every neighborhood there is the necessity for people to work together. 3. The efforts of even just one individual can have far-reaching results in neighborhood upkeep.	1. Parents pass on family traditions and customs. 2. No neighborhood is self-sufficient. 3. Tradition has always affected family life.	1. Communities of toda resent their cultu heritage. 2. No world community sufficient. 3. The location of a may have much to d its growth and dev
III. Throughout the ages, man has been able to give meaning to historical knowledge by placing events in an orderly pattern. Historical knowledge is not fixed but ever-changing. This knowledge, placed in chronological order, seems to provide us with the most useful means of organization.	1. Children are able to remember the past without writing it down. 2. We learn through discussion and reading. 3. School and community records record facts about our everyday lives. 4. Yesterday, today, and tomorrow denote a passage of time.	1. All peoples have their way of remembering the past even may not be able to write. 2. Sources other than a textbook may be used to find factual data. 3. Some families and communities possess a greater awareness of the need for accurate records. 4. School and community activity is developed around a sense of time and chronology.	2. Confirmed dates and from fiction. Hist 3. A comparison of our and that of our for fathers can show us relationships.
IV. History contributed much to man's preparation for his political, social, and economic life. It is possible to derive, from historical backgrounds of the various nations, basic principles and implications for thought and action in contemporary affairs. From a survey of the past, there seems to be evidence of a progressive historical cycle that could aid in solving our contemporary dilemma.	1. We use the history of family and community life of long ago to help understand the present. 2. Families have always faced similar problems. 3. People react differently to the same experience.	2. Human motives and drives have remained the same in all periods of history. 3. Many of the items we have and the words that we use wou needed or understood in foreign countries.	2. Universal problems met in numerous way varying degrees of success.

	Third	Fourth	Fifth	Sixth
ld	Communities	Development of Western Hemisphere	Old World Backgrounds and Development of the United States	The Development Cultural Herit
ent r d e increased travel has changed the world	1. The world around us has a dynamic nature. 2. Many present-day communities are as primitive as communities of long ago. 3. Every culture does not agree on what constitutes progress.	1. A study of history reveals that no area, group, nation, or object remains the same as it c 2. The social, economic, and political characteristics of the old world civilizations did not develop simultaneously. 3. Certain historical periods have seen much change but little progress. 4. Man has improved his life by improving and adding to the contributions of the past.	3. Change can bring a country to a position of leadership or can bring about a weaker position. 4. America was a by-product of European colonization.	2. The four races o developed at the 3. Civilizations se satisfy their ow 4. Through the ages has become more in nature as its increased.
adi- nf- cted	1. Communities of today represent their cultural heritage. 2. No world community is self-sufficient. 3. The location of a community may have much to do with its growth and development.	1. Each generation of man has been benefited or hindered by the activities of previous generations. 2. The study of history is the study of peoples' social, economic, and political interaction. 3. Multi-causation is a factor of migration and colonization.	2. Desire for freedom and independence created parallel affects around the world. 3. Events in Europe influenced the historical development of the U.S.	1. Each civilizatio political, and e institutions tha overs from the p 2. People have spre tion by means of migration, trade 3. The cause of gre upheavals are ma plex.
of remembering the past even though they book l cies s of rds. ity e	2. Confirmed dates and events are a part of history. Sometimes it is very difficult to separate fact from fiction. History is being constantly revised. 3. A comparison of our world and that of our forefathers can show us time relationships.	1. Early man left drawings, markings, and other records for mankind. Note: Written records distinguish history from prehistory. 3. A gradual transition of the ancient civilizations established a basic foundation for our society.	1. Letters, newspapers, diaries, books, inventories, etc. are good primary source material for historical research.	1. Non-verbal comm factor of early zations. 2. Testing, validit but necessary. 3. Every civilizat own determined h 4. The growth of ar zation may be sh chronologically.
help understand the present. ave nd the words that we use would not be reign countries.	2. Universal problems have been met in numerous ways with varying degrees of success.	1. Our cultural heritage is based on past civilizations. 2. Man in every age has made use of the same social functions (education, religion and government) in adjusting himself to his world. 3. The varied ways of living in the world are not odd but reasonable when seen in terms of the natural environment in which people live or their heritage of ideas from earlier days.	2. America has often faced similar social, economic and political problems.	1. One may "meet" and "experience 2. Civilizations h patterns of pol economic, and and decline. 3. Different civil developed sinc times with var of ethical and values.

ifth ckgrounds and f the United States	Sixth The Development of Man's Cultural Heritage	Seventh The Development of American Culture	Eighth Contemporary American Culture
nation, or object remains the same as it originally was. tics of the neously. bring a country to of leadership or can a weaker position. a by-product of lonization.	2. The four races of man developed at their own rate. 3. Civilizations seem to satisfy their own needs. 4. Through the ages, society has become more complex in nature as its needs increased.	1. From its inception, the U.S. has developed a characteristic of change which most Americans have accepted. 2. Economic and political changes have dominated our cultural growth. 3. Our country's total growth has produced both assets and liabilities to which the American public must adjust. 4. Environment has played both a positive and negative role in the development of our American Culture.	1. Urbanization, industrialization, and immigration are bringing about changes and creating new problems. 2. Rapid technological growth has produced a "cultural lag" in our religious, social, economic, and political lives. 3. The need for achieving a balance between change and stability is required in our modern society. 4. Man has created new problems in his successful attempt to modify his environment.
indered by the freedom and ce created ffects around Europe influenced ical development .	1. Each civilization has social political, and economic institutions that are holdovers from the past. 2. People have spread civilization by means of communication, migration, trade, and travel. 3. The cause of great historical upheavals are many and complex.	1. Our American culture is the result of modification and extension of our past. 2. Understanding of how events of the past have influenced every aspect of the way we live and think. 3. Our American culture is the product of the interaction between various racial, religious and culturally heterogeneous groups. 4. Our colonial experience helped to shape our national government and constitution.	1. Citizens of tomorrow may exercise more wisdom in planning for the future as a result of events of the past. 3. In the modern world, one nations problems become the problems of all. 4. The roots of our most basic problems are to be found in past activities.
wspapers, diaries, ntories, etc. are y source material cal research. o separate fact s established a	1. Non-verbal communication is a factor of early world civilizations. 2. Testing, validity, and accuracy of primary and secondary sources of historical events is difficult but necessary. 3. Every civilization has its own determined history. 4. The growth of any civilization may be shown chronologically.	1. Written records are subject to various interpretations depending upon our frame of reference. 3. Facts may be interpreted in more than one way; each impression of an event is influenced by the experience and culture of the observer. 4. Many social phenomenon can be most easily understood as they developed through an historical period; e.g. transformation from agricultural to an industrial society.	1. Man must gain experience in the historical method of inquiry to develop valid facts and conclusions. 4. Time provides us with a way of organizing and relating the problems of all the disciplines.
sations. s often faced cial, economic and problems. odd but reason- ment in which arlier days.	1. One may "meet" new people, gain insight into age-old problems, and "experience" identification with an historical period. 2. Civilizations have analogous patterns of political, economic, and social growth and decline. 3. Different civilizations have developed since the earliest times with varying standards of ethical and spiritual values.	2. Revolution, dissent, and war have been characteristic throughout America's past. 3. The "melting pot" concept of American society gives it a certain characteristic of its own.	1. History provides us with the opportunity to examine qualities of man which men revere or abhor. 2. Those who cannot profit by the past may be condemned to repeat it. 3. Each culture and individual group must be understood in relation to its own unique heritage.

Anthropology - Concepts	Kindergarten - Second Immediate Environment, Family Life Around the World	Third Communities	Develo
I. Change is a part of society. It is constant but the rate of change can vary from evolution to revolution.	1. Families and children change as they grow older. 2. People are always in the process of learning new things. 3. Increased knowledge is an asset to more rapid change.	1. Communities and countries also change. 2. Various elements such as geography, economy, and political structures are often the cause of such change.	1. Peopl are b repre
II. While man is categorized by "race", human beings through physical characteristics and basic human desires and needs are more alike than different.	1. People in the same family usually have similar physical characteristics. 2. Children and adults need and want the same basic elements of survival but they are met in different ways. 3. Human beings are similar in appearance throughout the world.	1. There are three major races of people but most human traits and capacities are characteristic of all peoples. Physical or racial differences are minor.	1. Cult to h the
III. Man is an animal with the distinctive ability to communicate on a very highly sophisticated level.	1. Man is an animal. 2. Man does not look like other animals but many physical characteristics are shared, e.g. eyes, nose, mouth, backbone, etc.	1. Man's distinctive features include his upright position, manipulative hands, and a complex brain and nervous system. 2. These physical distinctions have enabled man to become far superior to other animals.	1. Whil cate thei to h a hi 2. Man thir serv
IV. Man as a social animal, structures his life in groups with others of a similar background. Together, they endeavor to form a system of social order and stability.	1. An individual's primary grouping is the family. 2. Almost all cultures and many animals share a life centered around the family. 3. Family life is different from school life.	1. Families and communities that are close together tend to share and to borrow cultural traits. They also tend to be of a more similar nature than communities farther apart.	1. Peo gro The cul
V. Man is a product of his environment. His cultural group is influenced by both human and physical environment and each is dependent heavily upon previous cultures.	1. We learn cultural traits and social patterns from our ancestors. 2. Families have different traditions and customs, depending upon their ethnic background and geographic environment. 3. Cultural contributions have come to us through the works of famous Americans.	1. Man will be accepted or rejected as a member of a society according to his behavior. 2. Man must learn the role he is expected to play and how he can best adapt to society.	1. In the hav div deg co int

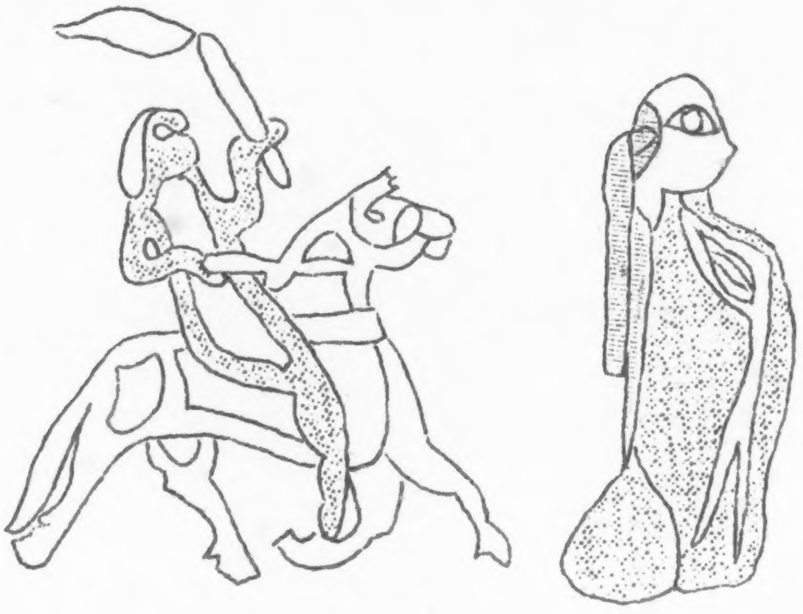
ies	Fourth Development of Western Hemisphere	Fifth Old World Backgrounds and Development of the United States	Sixth The Development of Man's Cultural Heritage
untries also uch as geography, ical structures of such change.	1. People from other cultural groups are basically the same. They only represent a different culture.	1. Changes occur at varying rates. 2. Some cultures adapt more readily to change than others. 3. Rapid cultural change or a revolutionary one can be disruptive to society. 4. Revolutions (e.g. American Revolution) do not necessarily bring about cultural revolutions.	1. "Cultural lag" is dependent upon an unequal development or cultura emphasis (or over-emphasis) on a particular segment of society.
ajor races of uman traits and aracteristic of sical or racial inor.	1. Culture is man's way of adapting to his physical environment and the group to which he belongs.	1. Regardless of race, human desire and demands for new things have increased through the ages. 2. These needs are met by devising new ways to make life more comfortable.	1. Race is inherited. 2. Culture is learned. 3. Culture was more dependent upon and influenced by physical enviro ment in ancient civilizations. 4. Evolution is the process by which man has arrived at his present state, both physically and cultur ly.
features in- position, man- and a complex system. stinctions have come far animals.	1. While animals are able to communicate and many have a language of their own, man is the only animal to have developed this ability to a high degree of sophistication. 2. Man is the animal who learns new things and is concerned with preserving that knowledge.	1. Man's inventiveness has resulted in great technological and industrial advances.	1. Man has been able to use his ability to communicate to grea advantage in influencing other peoples and cultures. 2. Man has need to record the events of his life and to express himself.
ities that tend to share al traits. of a more communities	1. People from different cultural groups are basically the same. They only represent a different culture.	1. A society's art, religion, science technology, langauge, economy and government are the means by which an individual can identify with his cultural group. They are the cohesive elements within a civilization.	1. As civilization becomes more com plex, group structure also becomes more complex. (political systems, codified laws, etc.) 2. Since political systems have arisen as outgrowth of culture developments and various ideologies, there have been periods of conflict among cultures.
d or rejected as ty according to role he is ex- how he can best	1. In almost all societies and within their established patterns of behavior, there is room for an individual's self-expression. The degree of "expressiveness" is correlated with his acceptance into the group.	1. American society has been heavily dependent on our English heritage. 2. The varied backgrounds of the many groups that have come to the U.S. have formed a new national culture. 3. Regional differences occur due to the pattern of settlement. 4. Mass communication tends to reduce regional differences.	1. Present day cultures have been influenced by people from other cultures. 2. Old world foundations (Greece, Rome, England) have been the basis for modern society and the starting point for syncreti development. 3. Different societies have different attitudes and values towards the rights of the individual as contrasted with the authority of an organized government.

ates	Sixth The Development of Man's Cultural Heritage	Seventh The Development of American Culture	Eighth Contemporary American Culture
es. dily rup- ly ions.	1. "Cultural lag" is dependent upon an unequal development or cultural emphasis (or over-emphasis) on a particular segment of society.	1. Industrial and technological advances have brought about cultural changes, especially in the U.S. Many of these changes have been very rapid and have also resulted in "cultural lags". 2. Change does not imply progress and in many periods of history has been the result of conflict not cooperation.	1. Changes in culture are not only evident in the elements of society (e.g. science vs. art) but they are also evident within social structures ("generation gap"). 2. Social problems between ethnic or age groups may result, and existing social structures will be modified or changed to meet new demands. Man must learn peaceful and reasonable methods to change his society.
esire have sing com-	1. Race is inherited. 2. Culture is learned. 3. Culture was more dependent upon and influenced by physical environment in ancient civilizations. 4. Evolution is the process by which man has arrived at his present state, both physically and culturally.	1. Misconceptions of race occur through incorrect information, poor social interactions, or no knowledge at all. 2. Situations being equal, all races have the capacity to develop.	1. Cultural differences are often erroneously taken as racial or national superiority or inferiority.
ulted	1. Man has been able to use his ability to communicate to great advantage in influencing other peoples and cultures. 2. Man has need to record the events of his life and to express himself.	1. Man must use his stored knowledge and apply it in various situations to solve the problems in his life. 2. He must make a conscious effort to learn and understand other cultures as well as his own to avoid conflict.	1. Ability to communicate reduces conflict. 2. The growth of mass media has produced the power of propaganda. Man must learn to think critically and individually. 3. Mob psychology should be readily recognized.
science omy and y which with are the civili-	1. As civilization becomes more complex, group structure also becomes more complex. (political systems, codified laws, etc.) 2. Since political systems have arisen as outgrowth of culture developments and various ideologies, there have been periods of conflict among cultures.	1. Living together, people establish political ideals and ethical values that influence their social structure and make it a distinctive social group apart from others. 2. Man's cultural adaptation results in a great diversity in ways of living and allow him to be highly versatile in selecting where and how he will live.	1. Groups of people who have gathered to live together can be divided across several areas - political, religious, ethnic, etc. 2. Each sub-culture enriches the total and is capable of participating and contributing to it.
heavily eritage. the many he U.S. culture. due to o reduce	1. Present day cultures have been influenced by people from other cultures. 2. Old world foundations (Greece, Rome, England) have been the basis for modern society and the starting point for syncretic development. 3. Different societies have different attitudes and values towards the rights of the individual as contrasted with the authority of an organized government.	1. Culture has continuity. It lives on beyond the life of the individual. 2. The U.S. emphasizes individual rights and offers more opportunities for self-development.	1. Man, as part of his cultural makeup, differs from another because of his own experience and interactions with other peoples. 2. Cultural differences may represent different stages of cultural development. 3. Culture is a social heritage passed from generation to generation and made up from all elements of social structure.

Political Science - Concepts	Kindergarten - First Immediate Environment - Family Life	Second Family Life Around the World	Third Communitie
I. Every society creates a system of law and provides forms of punishment for its offenders.	1. People make rules in the home, school, and community. 2. People make rules against those things they feel are wrong. 3. People change rules when it is necessary. 4. Rules are made to protect our safety.	1. Every family in the world makes rules. Many of the rules are similar. 2. Family rules are different because families have different ideas about right and wrong. 3. As families change, the need for rules change. 4. Families that show respect and feeling for one another, live together in harmony.	1. Communities establ ments to make and 2. The values of a co based on its custo traditions. 3. Governments must e orderly process fo the laws. 4. Communities may es to protect all of only special group society.
II. Governments are established by all societies to provide a framework under which people can live. Governments take many forms. They exercise and maintain power in many ways.	1. There are many ways to run a school or family. 2. Parents, teachers, and community leaders have authority and should be obeyed.	1. Families make rules in many ways.	1. All communities es form of government 2. The government has to make and enforc
III. Governments have common functions and tasks.	1. The school and the community have leaders. 2. There are many community helpers. Some protect us; others do jobs for the community.	1. Families have leaders. They may be different in other parts of the world. 2. Families make decisions in many ways. Sometimes we help to make decisions.	1. All communities ha There may be one l group of people wh leadership. 2. All communities ar problems that must The methods for so varies from commun munity. 3. The cost of govern paid by the people munity.
IV. All levels of government are interrelated and interdependent.	1. Authority is divided between the home, school, and community. 2. The rules of all the people in authority should be the same.	1. All families have someone in authority. This is different from culture to culture. 2. Most families around the world make similar rules.	1. All communities ha people in authorit 2. One person or a g people must have bility for all th made in the commun
V. In every society the citizen has a role in government.	1. We all have some duties and responsibilities at home, in school, and in the community.	1. The degree to which all members of the family participate in making decisions varies in families around the world.	1. The role of a cit ernment varies fr to community.

	Third Communities	Fourth Development of Western Hemisphere	Fifth Old World Backgrounds and Development of the United States	Sixth The Development o Cultural Herit
es d	1. Communities establish governments to make and enforce laws. 2. The values of a community are based on its customs and traditions. 3. Governments must establish an orderly process for changing the laws. 4. Communities may establish laws to protect all of the people or only special groups within the society.	1. As societies become more complex and advanced in their technology, there is a corresponding need for (a) more laws (b) more institutions to enforce and administer the law. 2. As societies become larger, the values of the society may not be shared by all. 3. Governments must establish an orderly process for changing the laws.	1. The concept of a system of law to protect individual rights flourished in England and was brought to America. 2. The conflict of values between those in power and those seeking power is a constant one. 3. People frequently rebel against the law when there is n process for changing the law. Rebellion may also occur feel the process is too slow to satisfy their needs. 4. Systems of law may be altered by external or internal f	1. Systems of law evol long periods of tim 2. As the values of th change, the system will change. 5. The conflict of ind rights under the la rights of special g under the law is a one.
	1. All communities establish some form of government. 2. The government has the power to make and enforce laws.	1. Governments may use their power in many ways. 2. Governments may or may not share power between several units within the governing structure. 3. There are many ways to transfer power from one government to the next.	1. The use of government power to serve all the people flourished in England and was brought to America. 2. The abuse of power for the good of special groups can lead to rebellion. 3. An orderly transfer of power insures internal stability for the society.	1. Extension of govern authority outside t of the national sta part of the world h 2. The abuse of gover power for the good groups has occurre history.
	1. All communities have leaders. There may be one leader or a group of people who share the leadership. 2. All communities are faced with problems that must be solved. The methods for solving problems varies from community to community. 3. The cost of government must be paid by the people of the community.	1. Leaders may be chosen in a variety of ways.	1. Elected leaders are responsible to all the people-leaders who assume leadership in any other fashion are usually responsible only to a small segment of the society. 2. Historically decision-making has been in the hands of a segment of the society. 3. The cost of government may be shared equally by all the people or may favor one group above the other.	1. Historically, most have had non-democr ship. 3. Inequity in the di of payment for the government has bee problem in world hi
d	1. All communities have many people in authority. 2. One person or a group of people must have the responsibility for all the decisions made in the community.	1. As cultures become more complex and technology more advanced, there is a need for more governmental units. 2. There must be a relationship between every unit of government within the society. 3. Whatever the relationship is between units of government within the society the ultimate authority must rest in the highest level of government.	1. A major problem in forming and maintaining a national state is integrating all levels of government with the greatest authority resting with the highest level.	1. Historically, nati had difficulty mai a proper balance b units of governmen
	1. The role of a citizen in government varies from community to community.	1. As societies become more complex, individuals join groups in an attempt to influence the government. 2. Some groups have a greater role in government than others for a variety of reasons.	1. Active participation by its citizens is necessary to a democratic form of government. 2. The concept of broad involvement by the people in the affairs of government flourished in England and was brought to America.	1. Historically the q broad involvement people in the affa ment or obedience laws by the minori been resolved. 2. Historically, part government has bee large segments of

fth kgrounds and ne United States	Sixth The Development of Man's Cultural Heritage	Seventh The Development of American Culture	Eighth Contemporary American Culture
f a system of law dividual rights England and was erica. of values between r and those seek- a constant one. ntly rebel against the law when there is no orderly hanging the law. Rebellion may also occur if they ess is too slow to satisfy their needs. may be altered by external or internal forces.	1. Systems of law evolve over long periods of time. 2. As the values of the society change, the system of law will change. 5. The conflict of individual rights under the law and rights of special groups under the law is a constant one.	1. Individual rights under the law are guaranteed by the government of the U.S. 2. The values of our society extended the concept of individual rights beyond that ever attempted. 3. Violent dissent against the existing law is a part of our history although most members of the society prefer orderly change.	1. Although individual rights under the law have been guaranteed to all people in our society, the goal has not been achieved. 2. Professed values do not imply that all will benefit equally under the law.
vernment power the people England and America. power for the l groups can lion. ansfer of internal the society.	1. Extension of governmental authority outside the limits of the national state is a part of the world history. 2. The abuse of governmental power for the good of special groups has occurred throughout history.	1. Democratic societies distribute the power of government. The opportunity for abuse of power is lessened. 2. Orderly change of governmental power is an important facet of our history.	1. Political domination of another national state is not part of a democratic societies foreign policy. 2. The balance of distribution of political power within the governmental units of our society undergoes change.
s are responsible ple-leaders who hip in any other ually responsible l segment of the ecision-making has been in the hands of a small society. vernment may be by all the favor one group r.	1. Historically, most governments have had non-democratic leadership. 3. Inequity in the distribution of payment for the cost of government has been a constant problem in world history.	1. Democratic societies have leaders who are elected by and are responsible to the people. 2. Decision-making is shared in a democratic society. 3. The concept of equal distribution of payment for the cost of government has evolved in our nation's history. 4. Leaders in all societies share common characteristics.	1. The role of leadership in some government positions has undergone dramatic change in our history. 2. Societies make decisions in the light of their self-interest. 3. The conflict between services demanded and reluctance to support the cost of government is an unresolved problem.
m in forming g a national grating all ernment with authority the highest	1. Historically, nations have had difficulty maintaining a proper balance between units of government.	1. The U.S. has achieved internal stability and has maintained a strong national government to a large degree. 2. Nations with strong national governments offer greater prosperity and security to their people.	1. Although internal stability has been achieved, historically there has been a conflict over authority between levels of government in our country. 2. Nations with strong national governments function more effectively in foreign affairs.
pation by its cessary to a m of govern- broad involve- ople in the vernment England and was rica.	1. Historically the question of broad involvement by the people in the affairs of government or obedience to imposed laws by the minority has not been resolved. 2. Historically, participation in government has been denied to large segments of the society.	1. Political parties offer citizens a strong voice in the affairs of government.	1. People working in groups through various government and private agencies have influenced government action in the U.S. 2. The degree of participation by citizens in a democratic form of government is influenced by internal and external events.



From Norse wood carvings
circa 912 A.C.E.

Grade 6

Grade Six

Overview and Time Allotment Suggestion

The basis for the sixth grade curriculum is the development and integration of the social science disciplines. Through a hybridization of the social sciences, we will attempt to reveal and develop valuable interpretations, concepts, and learnings, that are related to the ancient civilizations. This then will effect a deeper and more meaningful understanding of the present and future. Social studies should be studied 300 minutes per week.

Child Development

Children at this grade level are beginning to develop the traits of transition which reveal the onset of adolescence. Artlessness, ardor, and sheer awkwardness appear in patterns which signify the vigorous processes of growing up. In general, they tend to exhibit the following characteristics:

a. Incessant body activity
b. Variable moods
c. Proud and touchy defenses - extremely emotional

Learning Characteristics

a. Constant probing
b. Active and effervescent curiosities
c. Interacting with people
  1. Seeking approval by adults
  2. Seeking acknowledgement by peer group
d. Beginning to work individually

In summation, the child at this age is critical, demanding, sharp seeing, and talkative.

Implications for Social Studies Instruction

a. Materials used should be directly related to the student's needs
b. A variety of materials should be used
c. Opportunities should be provided for children to participate as individuals and in group efforts
d. Opportunities should be afforded each student to satiate the desire to probe into areas of his particular interest
e. Information presented should continue to further motivate their active curiosities

ECONOMICS

Concepts	Variants
I. Basic conflict between unlimited wants and limited resources. The basic economic problem confronting every individual and nation is the conflict which exists between unlimited wants and limited human resources. At any moment of time, man's desires for goods and services outrun the resources (men, machines, and natural resources) necessary to their production.	1. The growing need of nations throughout history for economic improvement has led them to seek colonies. Control of adjacent areas to their borders has also been practiced, (Mercantilism, imperialism). 2. Each society develops an economic system to deal with problems of how to allocate resources among the alternative uses. Economic systems vary.
II. Societies and individuals make economic decisions. Individuals and societies have to develop allocating methods because of limited resources and unlimited wants. 1. The kinds of goods to be produced 2. Methods of production to be used 3. Quantity of goods to be produced 4. Level of production and employment to be maintained 5. Determination to whom goods and services will be distributed	1. Nations unable to satisfy their wants lack skills, capital, resources, and often a stable government. 2. All nations are striving for a rapid growth no matter what their economic development or type of economic system

Concepts	Variants
III. Influences upon economic decisions and systems. Economic decisions and systems are influenced by values of society as well as factors that shape culture, geography, social structure, political history, technical skills, and literacy.	1. The level of living is the amount and kinds of goods and services the people possess. All societies have different levels. 2. Incomes of various regions of the U.S. and the world are determined in part by the location, size, and skill of the population. 3. Earnings and spendings of these earnings help to promote consumption throughout the world. 4. The geography of a nation influences its economic system.
IV. Tradition, command and market economies are methods of solving economic problems. Economic resources can be used in many ways. Societies have involved three basic methods of allocating resources to meet wants: command economies, market economies, and traditional economies.	1. Capitalism, communism, and socialism are all different ways in which various economic systems have attempted to solve the universal economic problem of unlimited wants and limited resources. 2. Economic freedom, like political freedom, is not absolute.
V. Division of labor increases efficiency. The efficiency of production can be improved and the gap between limited resources and unlimited wants lessened by the division of labor and job specialization.	1. Geographical, occupational, and technological specialization are results of man's desire to produce more, better and faster.
VI. Interdependence has made trade a necessity. Most societies, because of job specialization and limited resources, become dependent upon other societies to satisfy some of their wants. Systems of transportation to facilitate trade becomes a necessity.	1. Exports, imports and international investments are necessary for economic growth. International trade is a highly developed part of major economies. 2. International trade develops a larger market for each nation, leading to increased production and greater interdependence.

GEOGRAPHY

Concepts	Variants
I. Maps are necessary to understand the interrelationship among inhabitants of the earth to their cultural and physical phenomena.	1. A map tells you certain facts about the earth; physical features, climate, divisions, vegetative regions and cultural distributions. 2. There are many different types of map projections: polar projections, equal area projection, mercator projection, homolographic projection, sinusoidal projection.
II. The distinctive character of each place and the difference from one place to another are completely interrelated.	1. The geographer looks at the overall view of a particular part of the world. He sees inter-relationships of the various individual factors, and ties them together in an understanding of the reality of the place.
III. Settlements are composed of a series of separate sites. Each functions within the urban structure.	1. The significance of a place is due to its location in respect to other places. 2. A settlenent is an economic unit.
IV. The basic unit for geographical study is the region. Understanding it involves the recognition of the GESTALT.	1. Geographic patterns occur because of similarities in various places on the surface of the earth.
V. Resources and their use are related to the cultural, technological, and physical development of man's surroundings.	1. Man can choose to use his environment in certain ways because his intelligence enables him to change and modify his environment.

HISTORY

Concepts	Variants
I. History has shown us that although change takes place at various rates, all things are subject to change. These changes may or may not constitute progress as seen in relation to the whole spectrum of history.	1. A study of history reveals that no area, group, nation, or object remains the same as it originally was. 2. The four races of man developed at their own rate. 3. Civilizations seem to satisfy their own needs. 4. Through the ages, society has become more complex in nature as its needs increased.
II. Since human experience is a complex, continuous, and inter-related activity, it is necessary that man be studied in relation to his past and present. Thus the study of man is the study of his past relationships with other men.	1. Each civilization has social political, and economic institutions that are holdovers from the past. 2. People have spread civilization by means of communication, migration, trade, and travel. 3. The cause of great historical upheavals are many and complex.
III. Throughout the ages, man has been able to give meaning to historical knowledge by placing events in an orderly pattern. Historical knowledge is not fixed but ever-changing. This knowledge, placed in chronological order, seems to provide us with the most useful means of organization.	1. Non-verbal communication is a factor of early world civilizations. 2. Testing, validity, and accuracy of primary and secondary sources of historical events is difficult but necessary. 3. Every civilization has its own determined history. 4. The growth of any civilization may be shown chronologically.

Concepts	Variants
IV. History contributed much to man's preparation for his political, social, and economic life. It is possible to derive, from historical backgrounds of the various nations, basic principles and implications for thought and action in contemporary affairs. From a survey of the past, there seems to be evidence of a progressive historical cycle that could aid in solving our contemporary dilemma.	1. One may "meet" new people, gain insight into age-old problems, and "experience" identification with an historical period. 2. Civilizations have analogous patterns of political, economic, and social growth and decline. 3. Different civilizations have developed since the earliest times with varying standards of ethical and spiritual values.

ANTHROPOLOGY

Concepts	Variants
I. Change is a part of society. It is constant but the rate of change can vary from evolution to revolution.	1. "Cultural lag" is dependent upon an unequal development or cultural emphasis (or over-emphasis) on a particular segment of society.
II. While man is categorized by "race", human beings through physical characteristics and basic human desires and needs are more alike than different.	1. Race is inherited. 2. Culture is learned. 3. Culture was more dependent upon and influenced by physical environment in ancient civilizations. 4. Evolution is the process by which man has arrived at his present state, both physically and culturally.
III. Man is an animal with the distinctive ability to communicate on a very highly sophisticated level.	1. Man has been able to use his ability to communicate to great advantage in influencing other peoples and cultures. 2. Man has need to record the events of his life and to express himself.
IV. Man as a social animal, structures his life in groups with others of a similar background. Together, they endeavor to form a system of social order and stability.	1. As civilization becomes more complex, group structure also becomes more complex. (political systems, codified laws, etc.) 2. Since political systems have arisen as outgrowths of culture developments and various ideologies, there have been periods of conflict among cultures.
V. Man is a product of his environment. His cultural group is influenced by both human and physical environment and each is dependent heavily upon previous cultures.	1. Present day cultures have been influenced by people from other cultures. 2. Old world foundations (Greece, Rome, England) have been the basis for modern society and the starting point for syncretic development. 3. Different societies have different attitudes and values towards the rights of the individual as contrasted with the authority of an organized government.

POLITICAL SCIENCE

Concepts	Variants
I. Every society creates a system of law and provides forms of punishment for its offenders.	1. Systems of law evolve over long periods of time. 2. As the values of the society change, the system of law will change. 3. People frequently rebel against the law when there is no orderly process for changing the law. Rebellion may also occur if they feel the process is too slow to satisfy their needs. 4. Systems of law may be altered by external or internal forces. 5. The conflict of individual rights under the law and rights of special groups under the law is a constant one.
II. Governments are established by all societies to provide a framework under which people can live. Governments take many forms. They exercise and maintain power in many ways.	1. Extension of governmental authority outside the limits of the national state is a part of the world history. 2. The abuse of governmental power for the good of special groups has occurred throughout history.
III. Governments have common functions and tasks.	1. Historically, most governments have had non-democratic leadership. 2. Historically, decision-making has been in the hands of a small segment of the society. 3. Inequity in the distribution of payment for the cost of government has been a constant problem in world history.
IV. All levels of government are interrelated and interdependent.	1. Historically, nations have had difficulty maintaining a proper balance between units of government.

Concepts	Variants
V. In every society the citizen has a role in government.	1. Historically, the question of broad involvement by the people in the affairs of government or obedience to imposed laws by the minority has not been resolved.
	2. Historically, participation in government has been denied to large segments of the society.

The Development of Man's Cultural Heritage

Content	Learning Experiences
I. Geography	
A. Reading of maps	
1. Legends	
2. Political	
3. Physical	
4. Climate	1. Name and locate climate belts on a world map. How has each of these climate belts affected man? 2. Compare a population density map with a climate map. Which climates are sparsely populated? Which ones have the densest populations? 3. Research rain-making. How could it be used advantageously? 4. Discuss the possible psychological effect of the monsoon seasons. What is a tropical rain forest?
5. Temperature	
6. Precipitation	
7. Population	
8. Vegetation	1. Compare the features of a soil map with a vegetation map of the same culture. 2. How has the physical geography of Africa south of the Sahara encouraged or hindered the level of transportation? 3. Research Assam in terms of its economic, social, and political position among Indian states. 4. Name and locate the major vegetation zones on a world map. 5. Name and locate the major soil zones. Relate the soil zones to climate and population. 6. Gather information on India's agricultural production, number of arable acres, and typical yield per acre. Compare these with the United States, and discuss their implications on the lives of the people.
B. Interpretation	
1. Graphs	1. Locate the four river valleys in which man's earliest civilizations developed. Discuss why this was so.
2. Charts	
3. Scales	

Content	Learning Experiences
	2. Name and locate the largest population centers of the earth's surface. How much of the earth's surface do the large population centers comprise? How many of the world's people live there? 3. Compute the percentage distribution of population by continents. What changes, if any, have come since 1800? 4. Select one of the world's main rivers. Look up what navigation improvements have been made on it. 5. What effect has a long coastline lacking in good natural harbors had upon India? Why has such a nation never became a maritime power? 6. Devise an imaginary country. Using the various types of maps, indicate the economy and population best suited to the areas.
C. Types 1. Polar 2. Equal area 3. Mercator 4. Homolographic 5. Conic 6. Sinusoidal	
D. Discriminative and Critical Thinking	1. Consult section - III. Communication
E. Listening	
II. Anthropology	
A. Method of inquiry into the past	1. Seed an area at school with artifacts. Demonstrate scientific techniques used in archeology and their importance. 2. Create a classroom museum of fossils and artifacts that students have brought to class.

Content	Learning Experiences
	3. Simulate a dig in 4,000 A.D. with a written description of findings. 4. Obtain a resource speaker to discuss the field of archeology.
B. Origins of Society 1. First Glacial Age a. Java Man b. Peking Man 2. Second Glacial Age a. Hiedelberg Man 3. Third Glacial Age 4. Fourth Glacial Age a. Neanderthal Man b. Cro-Magnon Man c. Grimaldi	5. Assign library reports to be shared with class on the various stone age men. Include their way of life, any new inventions, tools, areas of the world from which they came, physical characteristics, contemporary animal and vegetable life, and any new discoveries. (fire, wheel, etc.)
C. Races of Man 1. Caucasian a. Nordic b. Alpine c. Mediterranean 2. Mongolian a. Calmuk b. Chinese c. American Indian 3. Negroid a. African 4. Astraloid a. Australian b. New Guinea	1. Visit the N.Y. Museum of Natural History. 2. Chart the four major races of man. 3. Compare and contrast similarities and differences of races. Discuss how they are basically the same. 4. Discuss environment and its role in determining progress and evolution.
D. Conclusions 1. Differences between man and animal 2. Similarities between man and animal 3. Biblical and Darwinian origin of man 4. Uniqueness of man a. Communication b. Transmission of culture	
III. Communication A. Non-Verbal 1. Pictogram a. Hieroglyphics	1. Construct a film strip showing the progress and evolution of language. 2. Demonstrate sign language.

Content	Learning Experiences
2. Ideogram a. Cuneiform b. Chinese and Japanese (calligraphy) 3. Phonogram a. Phoenician 4. Development of Alphabet a. Earliest 1. Egyptian 2. Phoenician b. Aramaic 1. Hebrew 2. Arabic c. Oriental (Chinese and Japanese) d. Greek e. Roman-English f. Cyrillic (Russian) 5. Sign Language 6. Braille	3. Prepare a ditto of various alphabets and words. Compare the alphabets and words of the different languages.
B. Verbal 1. Language Families a. Indo - European b. Sino - Tibetan c. Semitic - Hamitic d. Uralic - Altaic e. Japanese - Korean f. Malayo - Polynesian g. African Negro	1. Compose common phrases in a variety of languages. 2. Draw individual maps showing origin of language families and spread of languages.
C. Effective Use of Language 1. Importance of using words well 2. Understanding what we hear a. Mass communication b. Propaganda c. Public opinion	1. Visit a publishing plant. 2. Discuss and display parts of a newspaper. 3. Play the game "whisper" by giving a message to one student and listening to changes after the message is relayed to the last student. 4. Chart propaganda techniques including examples. 5. Collect examples of propaganda from past and current history from all sources of mass media. Present a propaganda speech that illustrates techniques.

Content	Learning Experiences
IV. History of Religion A. Primitive B. Buddhism C. Hinduism (Jainism) D. Confucianism E. Taoism F. Shintoism G. Zoroastrianism H. Judaism I. Christianity J. Mohammedism K. Protestantism	1. Conduct a panel discussion on "Monotheism and Polytheism." Contrast and compare differences and similarities. 2. Discuss religion as an ethical standard as compared to laws in a government. 3. Show how mythology influenced us by collecting examples of modern usage, (e.g. Ajax - "strong" cleanser, Mercury - "fast" car, etc.)
V. Origins of Government A. Development of Community Life 1. Prehistoric 2. Family 3. Clan 4. Village 5. City 6. City - State 7. Nation 8. Empire	1. Discuss the role and responsibilities of the individual as a member of society.
B. Political Structures 1. Autonomy 2. Absolutism 3. Aristocracy 4. Autocracy 5. Oligarchy 6. Bureaucracy 7. Monarchy 8. Theocracy 9. Democracy 10. Republic 11. Socialism 12. Communism	1. Write individual reports on selected political structures through the ages. (e.g. Theocracy of Egypt vs. Oligarchy of Sparta) 2. Pictorially depict rights and limitations of citizens under various political structures.
VI. Arts A. Sculpture B. Painting C. Music D. Architecture E. Literature	1. Visit the N.Y. Metropolitan Museum of Art. 2. Utilize audio-visual aids available in F.M.G. library for small group research. 3. Discuss various aspects of arts. (church music, portrait painting, hieroglyphic art, rain dance, etc.) 4. Conduct small group presentations on the arts, (modern art and music; Renaissance; Impressionist art and music; poetry; etc.)

Content

VII. Origins of Economy
  - A. Early Agricultural Production Methods
    - 1. Gatherer-Collector
    - 2. Hunting-Fishing
    - 3. Farming
  - B. Early Methods of Exchange
    - 1. Trade
    - 2. Early forms of money
    - 3. Barter

Learning Experiences

1. Study and discuss what is economy and what constitutes an economic system.
2. Role play an early man, living on an island. What would be immediate and future needs and goals?
3. Consider where you would prefer to live if you were restricted to a limited economy of this era, and why.
4. Establish an imaginary trade company that would depict supply and demand.

SAMPLE UNIT - GREECE AND ATHENS

CONCEPTS

Anthropology

C IV	Man as a social animal, structures his life in groups with others of a similar background. Together, they endeavor to form a system of social order and stability.
C V	Man is a product of his environment. His cultural group is influenced by both human and physical environment and each is dependent heavily upon previous cultures.

Economics

C I	Basic conflict between unlimited wants and limited resources. The basic economic problem confronting every individual and nation is the conflict which exists between unlimited wants and limited human resources. At any moment of time, man's desires for goods and services outrun the resources (men, machines, and natural resources) necessary to their production.
C III	Influences upon economic decisions and systems. Economic decisions and systems are influenced by values of society as well as factors that shape culture, geography, social structure, political history, technical skills, and literacy.
C VI	Interdependence has made trade a necessity. Most societies, because of job specialization and limited resources, become dependent upon other societies to satisfy some of their wants. Systems of transportation to facilitate trade becomes a necessity.

History

C II	Since human experience is a complex, continuous, and inter-related activity, it is necessary that man be studied in relation to his past and present. Thus the study of man is the study of his past relationships with other men.
C III	Throughout the ages, man has been able to give meaning to historical knowledge by placing events in an orderly pattern. Historical knowledge is not fixed but ever-changing. This knowledge, placed in chronological order, seems to provide us with the most useful means of organization.
C IV	History contributed much to man's preparation for his political, social, and economic life. It is possible to derive, from historical backgrounds of the various nations, basic principles and implications for thought and action in contemporary affairs. From a survey of the past, there seems to be evidence of a progressive

historical cycle that could aid in solving our contemporary dilemma.

Geography

C II	The distinctive character of each place and the difference from one place to another are completely inter-related.
C V	Resources and their use are related to the cultural, technological, and physical development of man's surroundings.

Political Science

C I	Every society creates a system of law and provides forms of punishment for its offenders.
C II	Governments are established by all societies to provide a framework under which people can live. Governments take many forms. They exercise and maintain power in many ways.
C IV	All levels of government are inter-related and inter-dependent.
C V	In every society the citizen has a role in government.

CONTENT

ATHENS

I. Geography

Econ.
C IV- V 1
(Gr.6)
C III- V 4
(Gr.6)
Geog.
C II - V 1
(Gr.6)
C III-V 1,2
(Gr.6)
C IV - V 1
(Gr.6)
C V - V 1
(Gr.6)

A. Location
B. Natural resources
C. Climate
D. Physical characteristics
E. Construction of independent city-states (polis)

II. Government

Pol. Sci.
C I - V 1,2
(Gr.6)
C V - V 1,2
(Gr.5)
C IV- V 1
(Gr.5)
C IV- V 1,2,3
(Gr.4)
Anthro.
C IV- V 1,2
(Gr.6)
C V - V 1,2,3
(Gr.6)
Econ.
C III- V 2,3
(Gr.4)
History
C II - V 1
(Gr.6)

A. Legislative
B. Executive
C. Judicial
D. Democratic and undemocratic aspects of Athens
E. Role of the individual citizen
F. Theory of democracy
G. Practicality of democracy
H. Relationship to previous governments
I. Relationship to present governments

III. Economy

Econ.
C I - V 1
(Gr.6)
(Greek colonies)
C III-V 1,2,3,5
(Gr.6)
C VI - V 1
(Gr.6)

A. Land and resources
B. Influence of political systems on economy
C. Trade and communication
D. Division of labor
E. Slave labor
F. Artisans

C VI - V 1,2
(Gr.7)
C III- V 5
(Gr.7)
C VI - V 1,2
(Gr.4 & 5)
History
C I - V 1,2
(Gr.6)

IV. Art

Anthro.	A. Style and values of Athenian art
C II- V 2,3,4	B. Architecture
(Gr.6)	C. Sculpture
C IV - V 1	D. Drama and theatre
(Gr.5)	E. Literature
C IV - V 1,2	F. Music
(Gr.6)	
C V - V 1,2,3	
(Gr.8)	
History	
C III - V 1	
(Gr.4)	
C III - V 1	
(Gr.5)	

V. Religion

Anthro.	A. Value system
C V - V 1,3	B. Gods, goddesses, heroes
(Gr.6)	C. Mythology as a standard of religion
C IV - V 1	D. Contributions to later societies
(Gr.5 & 8)	E. Effectiveness of moral structure
	F. Evolution toward monotheism

VI. The "Science" or Knowledge of Athens

Anthro.	A. Educational system
C IV - V 1	B. Philosophers and philosophies
(Gr.6)	C. Mathematics
C II - V 2	D. Scientists
(Gr.6)	E. Medicine
C IV - V 1	
(Gr.5)	

VII. Athens' Struggle for Survival

Anthro.	A. Rise to power
C IV - V 1,2	B. Dependence on previous cultures
(Gr.6)	C. Conflicts with other nations

C IV - V 1 (Gr.7)	D. Golden Age E. Domestic crises
C III- V 1,2 (Gr.7)	F. Fall of Athens G. Contributions to later cultures
Econ. C II - V 1 (Gr.6)	

Selected and Suggested Activities

1. Role play Athenian branches of government. Enact laws, hold court hearings, and make policy decisions according to customs of Greek democracy.
2. Make an historical tape of Battle at Thermopylae.
3. Tape sections of the play by Sophocles, "Philoctetes".
4. Conduct a panel discussion on why Athenian citizens defended democracy against Spartans.
5. Draw and present a panorama of Greek art.
6. Select a project of interest to be researched in library.
7. Report on mythology and its relationship to society today.

Resources for Students

1. Films and filmstrips
   - A. NBC special "Glory of Greece"
   - B. Imperial F.S. "Ancient Athens"
   - C. Pathescope F.S. (6) "Ancient Greece"

2. Books and Readings
   - A. Greek Gods and Heroes
   - B. Siege and Fall of Troy
   - C. Everyday Life in Ancient Times
   - D. Life Magazine - Selected Readings on Greece
     - 1. Birth of Reason
     - 2. Glory that was Greece
   - E. Reading based on "The Athenian Citizen" prepared by American School of Classical Studies

3. Tape and Records
   - A. "Athenian Values" - tape
   - B. "Spartan Values" - tape
   - C. Persian Wars - Thermopylae - tape
   - D. Alexander the Great - record

Nonbook and Audio-Visual Bibliography

The following lists of audio-visual materials have been correlated to our social studies curriculum. Materials not cataloged before May, 1969 do not appear here. For additional materials, consult the card catalog in your school library or your building librarian.

Grade level designations are tentative suggestions. You are urged to preview materials to determine suitability for your use.

Explanations:

1. All materials listed are located in the five Springfield school libraries and/or the Curriculum Materials Center.

2. Requests for materials may be placed with your school librarian, who has the materials requisition form. Class numbers and titles are necessary for requesting material. Class numbers are given at the left of this list, and titles are capitalized. An asterisk after a title indicates that a teaching guide is available.

3. All materials are listed by Grade Level, with two exceptions; Map and Globe Study, and Holidays, which are placed at the end of the listing.

4. Within each grade level all types of materials, except records, are listed by Dewey Decimal Number.

5. All materials in the list also appear in each school library card catalog in a more expanded form. There you will find more information, such as, listings of individual titles of sets, etc.

Key

SFS	Sound Filmstrip	MOD	Models
FS	Filmstrips	MAP	Maps
FL	Filmloops	P	Pictures & Posters
TR	Transparencies	CHART	Charts
SL	Slides	KIT	Kits*
REC	Records		

*A kit is a combination of two or more types of nonbook materials to be used as a unit.

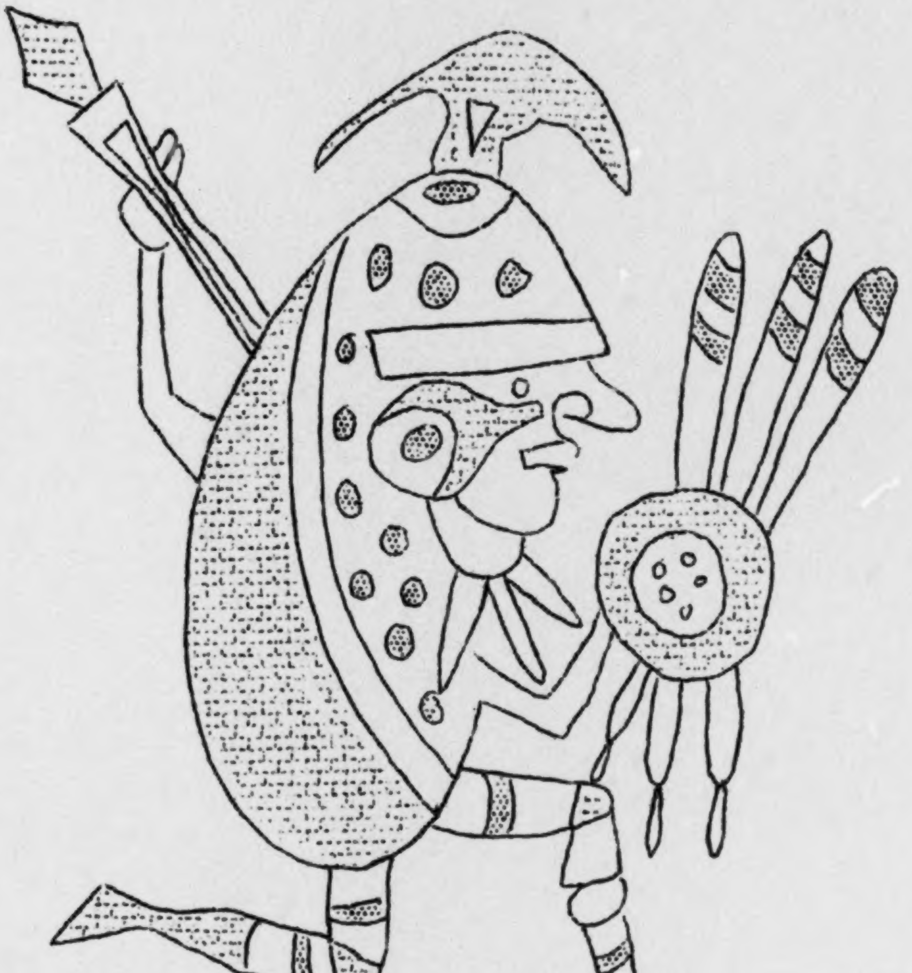
Key to School Locations

1. Caldwell Library
2. Chisholm Library
3. Sandmeier Library
4. Walton Library
5. Gaudineer Library
6. Curriculum Materials Center

Nonbook and Audio-Visual Bibliography

FS-5 021 R	Research tools. Eye Gate 10 filmstrips in color
FS-5 021 U	Use your library for fun and better grades. A.L.A. 1 filmstrip in color
FS-5 153 F	Fundamentals of thinking. Eye Gate 10 filmstrips in color
FS-5 290 I	Introduction to world religions. Common Ground 1 filmstrip in color w/manual
FS-5 290 W	World's great religions. Life 6 filmstrips in color
FS-5 321.8 M	Man learns to govern himself. Eye Gate 4 filmstrips in color w/manual
FS-5 330 B	Basic economics. E.B. 8 filmstrips in color
SFS-5 330 F	Fundamentals of economics. Eye Gate 8 filmstrips in color 4 records w/manual
FS-5 332.4 E	Everyone uses money. F.O.M. 1 filmstrip in color
SFS-5 371.3 S	Studying for success. Eye Gate 5 filmstrips in color 3 records w/manual
FS-5 371 S	The successful student - School skills. S.V.E. 6 filmstrips in color
FS-5 422 W	Words derived from Latin and Greek. McGraw 1 filmstrip in color
FS-5 510 M	Man and measures. Filmstrip House 4 filmstrips in color
FL-6 526 C	Contours. International Comm. Films 1 filmloop
MOD-5 526 M	Map projection model. Hubbard Scientific Co.
MOD-5 526 M	Map reading model. Hubbard Scientific Co.
FS-2, 3 560 L	Life long ago. Harper 5 filmstrips in color w/manual
FS-5 704 A	Artists of many lands and many times. Eye Gate 3 filmstrips in color

SL-5 708 A	Art through the ages - Prehistoric through Gothic. Univ. 2 boxes of 100 colored slides
FS-5 909 L	Epic of man. Life 9 filmstrips in color w/manuals
MAP-5 912 A	Aero relief model of geographical terms. Nystrom
KIT-5 912 H	Hammond's talking map. 1 record 1 map
CHART-6 912 M	Map symbol and geographic terms. Nystrom 46 18" x 24" charts w/color photos teaching guide
FS-5 913 E	Exploring ancient civilizations. Imperial Film 6 filmstrips in color
FS-5 913.7 R	Rome Part I and Part II. Life 2 filmstrips in color
SFS-5 916 A	Africa the land of developing countries. S.V.E. 6 filmstrips in color 3 records w/manuals
FS-5 937 A	Ancient Roman life. Stillfilm 1 filmstrip in b/w
FS-5 938 A	Ancient Greece. Informative Classroom Pict. Pub. 1 filmstrip in b/w



From Mayan vase
circa 600 A.C.E.

Grade 7

Grade Seven

Overview and Time Allotment Suggestion

The seventh grade course of study offers an in-depth study of the political, economic and social institutions of the United States from the development of Colonial America to the Civil War. The program develops the five major disciplines of political science, economics, anthropology, history, and geography. The program allows students to continue to study conceptual problems as reoccurring patterns of history.

Social Studies should be studied 300 minutes per week.

Child Development

Children at this grade level may be generally characterized as pre-adolescent. Because of the varying patterns of growth and development, the children range from pre-pubescence to maturity as a young adult. They tend to exhibit the following characteristics:

a. Need for group approval
b. Rebellion against dogmatic authority
c. Need for independence

Learning Characteristics

a. Ability to work in groups
b. Ability to work individually
c. Ability to plan their activities
d. Ability to do long range projects
e. Ability to grasp conceptual problems

Implications for Social Studies Instruction

a. Materials should be related to the pupils' personal background, when possible
b. Visual materials should be used
c. Use of multi-texts
d. Research should be the cornerstone of the program
e. Opportunities must be given to the student to select, analyze, and interpret historical material

ECONOMICS

Concepts	Variants
I. Basic conflict between unlimited wants and limited resources. The basic economic problem confronting every individual and nation is the conflict which exists between unlimited wants and limited human resources. At any moment of time, man's desires for goods and services outrun the resources (men, machines, and natural resources) necessary to their production.	1. The growing need of nations throughout history for economic improvement has led them to seek colonies. Control of adjacent areas to their borders has also been practiced, (mercantilism, imperialism). 2. Each society develops an economic system to deal with problems of how to allocate resources among the alternative uses. Economic systems vary. 3. One way people can get more and better goods and services is through technological progress. This includes new ideas, invention of better machines to produce goods and services, discovery of new supplies and uses of natural resources. 4. Our economic activities are constantly changing because of technology.
II. Societies and individuals make economic decisions. Individuals and societies have to develop allocating methods because of limited resources and unlimited wants. 1. The kinds of goods to be produced 2. Methods of production to be used 3. Quantity of goods to be produced 4. Level of production and employment to be maintained 5. Determination to whom goods and services will be distributed	1. Nations unable to satisfy their wants lack skills, capital, resources, and often a stable government. 2. All nations are striving for a rapid growth no matter what their economic development or type of economic system. 3. In our private system, consumer demand in the market is the main force that determines the allocation of productive resources among competing wants.

Concepts	Variants
III. Influences upon economic decisions and systems. Economic decisions and systems are influenced by values of society as well as factors that shape culture, geography, social structures, political history, technical skills, and literacy.	1. The level of living is the amount and kinds of goods and services the people possess. All societies have different levels. 2. Incomes of various regions of the U.S. and the world are determined in part by the location, size, and skill of the population. 3. Earnings and spendings of these earnings help to promote consumption throughout the world. 4. The geography of a nation influences its economic system. 5. The level of living affects the culture and life style of a society. All societies have differences and similarities.
IV. Tradition, command and market economies are methods of solving economic problems. Economic resources can be used in many ways. Societies have involved three basic methods of allocating resources to meet wants: command economies, market economies, and traditional economies.	1. Capitalism, communism, and socialism are all different ways in which various economic systems have attempted to solve the universal economic problems of unlimited wants and limited resources. 2. Economic freedom, like political freedom is not absolute. 3. Economic welfare is a goal in most modern societies. 4. All economic systems of the world have varying degrees of government intervention. 5. Our American method of making basic economic decisions with respect to use of resources through a system of markets and prices, provides us with a maximum amount of economic freedom. 6. Our government regulates some of our economic activity in order to benefit all people. The government's economic role has increased as our economy has become more complex. 7. A command economic system is one where government officials make most of the decisions concerning what will be produced and who will benefit from goods and services produced.

Concepts	Variants
V. Division of labor increases efficiency. The efficiency of production can be improved and the gap between limited resources and unlimited wants lessened by the division of labor and job specialization.	1. Geographical, occupational, and technological specialization are results of man's desire to produce more, better and faster. 2. Technological progress has caused increased specialization and therefore, productive resources are more efficiently used.
VI. Interdependence has made trade a necessity. Most societies, because of job specialization and limited resources, become dependent upon other societies to satisfy some of their wants. Systems of transportation to facilitate trade becomes a necessity.	1. Exports, imports and international investments are necessary for economic growth. International trade is a highly developed part of major economies. 2. International trade develops a larger market for each nation, leading to increased production and greater interdependence. 3. Technological progress leading to resources being used more efficiently, has made people more interdependent. 4. Most nations strive for a favorable balance of trade.

GEOGRAPHY

Concepts	Variants
I. Maps are necessary to understand the interrelationship among inhabitants of the earth to their cultural and physical phenomena.	1. Maps may be used in making judgments about man's life. 2. Maps reflect particular culture areas which develop to satisfy particular needs.
II. The distinctive character of each place and the difference from one place to another are completely interrelated.	1. Areal differentiation and integration require interaction. 2. Territorial specialization demands connections with other areas for the exchange of goods and services.
III. Settlements are composed of a series of separate sites. Each functions within the urban structure.	1. Differences exist among people of the world because environments and cultures differ.
IV. The basic unit for geographical study is the region. Understanding it involves the recognition of the GESTALT.	1. Geography takes a composite view of all elements of societal structure and so cuts across all disciplines.
V. Resources and their use are related to the cultural, technological, and physical development of man's surroundings.	1. There is a relationship between physical and cultural phenomena. 2. Resources are culturally determined.

HISTORY

Concepts	Variants
I. History has shown us that although change takes place at various rates, all things are subject to change. These changes may or may not constitute progress as seen in relation to the whole spectrum of history.	1. From its inception, the U.S. has developed a characteristic of change which most Americans have accepted. 2. Economic and political changes have dominated our cultural growth. 3. Our country's total growth has produced both assets and liabilities to which the American public must adjust. 4. Environment has played both a positive and negative role in the development of our American culture.
II. Since human experience is a complex, continuous, and interrelated activity, it is necessary that man be studied in relation to his past and present. Thus the study of man is the study of his past relationships with other men.	1. Our American culture is the result of modification and extension of our past. 2. Understanding of how events of the past have influenced every aspect of the way we live and think. 3. Our American culture is the product of the interaction between various racial, religious and culturally heterogeneous groups. 4. Our colonial experience helped to shape our national government and constitution.

HISTORY

Concepts	Variants
III. Throughout the ages, man has been able to give meaning to historical knowledge by placing events in an orderly pattern. Historical knowledge is not fixed but ever-changing. This knowledge, placed in chronological order, seems to provide us with the most useful means of organization.	1. Written records are subject to various interpretations depending upon our frame of reference. 2. Testing, validity, and accuracy of primary and secondary sources of historical events is difficult but necessary. 3. Facts may be interpreted in more than one way; each impression of an event is influenced by the experience and culture of the observer. 4. Many social phenomenon can be most easily understood as they developed through an historical period; e.g. transformation from agricultural to an industrial society.
IV. History contributed much to man's preparation for his political, social, and economic life. It is possible to derive, from historical backgrounds of the various nations, basic principles and implications for thought and action in contemporary affairs. From a survey of the past, there seems to be evidence of a progressive historical cycle that could aid in solving our contemporary dilemma.	1. One may "meet" new people, gain insight into age-old problems, and "experience" identification with an historical period. 2. Revolution, dissent, and war have been characteristic throughout America's past. 3. The "melting pot" concept of American society gives it a certain characteristic of its own.

ANTHROPOLOGY

Concepts	Variants
I. Change is a part of society. It is constant but the rate of change can vary from evolution to revolution.	1. Industrial and technological advances have brought about cultural changes, especially in the U.S. Many of these changes have been very rapid and have also resulted in "cultural lags". 2. Change does not imply progress and in many periods of history has been the result of conflict not cooperation.
II. While man is categorized by "race", human beings through physical characteristics and basic human desires and needs are more alike than different.	1. Misconceptions of race occur through incorrect information, poor social interactions, or no knowledge at all. 2. Situations being equal, all races have the capacity to develop.
III. Man is an animal with the distinctive ability to communicate on a very highly sophisticated level.	1. Man must use his stored knowledge and apply it in various situations to solve the problems in his life. 2. He must make a conscious effort to learn and understand other cultures as well as his own to avoid conflict.
IV. Man as a social animal, structures his life in groups with others of a similar background. Together, they endeavor to form a system of social order and stability.	1. Living together, people establish political ideals and ethical values that influence their social structure and make it a distinctive social group apart from others. 2. Man's cultural adaptation results in a great diversity in ways of living and allow him to be highly versatile in selecting where and how he will live.
V. Man is a product of his environment. His cultural group is influenced by both human and physical environment and each is dependent heavily upon previous cultures.	1. Culture has continuity. It lives on beyond the life of the individual. 2. The U.S. emphasizes individual rights and offers more opportunities for self-development.

POLITICAL SCIENCE

Concepts	Variants
I. Every society creates a system of law and provides forms of punishment for its offenders.	1. Individual rights under the law are guaranteed by the government of the U.S. 2. The values of our society extended the concept of individual rights beyond that ever attempted. 3. Violent dissent against the existing law is a part of our history although most members of the society prefer orderly change.
II. Governments are established by all societies to provide a framework under which people can live. Governments take many forms. They exercise and maintain power in many ways.	1. Democratic societies distribute the power of government. The opportunity for abuse of power is lessened. 2. Orderly change of governmental power is an important facet of our history.
III. Governments have common functions and tasks.	1. Democratic societies have leaders who are elected by and are responsible to the people. 2. Decision-making is shared in a democratic society. 3. The concept of equal distribution of payment for the cost of government has evolved in our nation's history. 4. Leaders in all societies share common characteristics.
IV. All levels of government are interrelated and interdependent.	1. The U.S. has achieved internal stability and has maintained a strong national government to a large degree. 2. Nations with strong national governments offer greater prosperity and security to their people.
V. In every society the citizen has a role in government.	1. Political parties offer citizens a strong voice in the affairs of government.

The Development of American Culture

Content	Learning Experiences
I. Study in Colonial Culture A. Political 1. Growth of civil liberties 2. Colonial government system 3. Foundations of American Constitutionalism a. Mayflower Compact b. Fundamental orders of Connecticut c. Toleration Act of Maryland d. Massachusetts civil bodies of liberties	1. View filmstrips dealing with colonization of the new world and the development of colonial government. 2. Use tape recordings and actual documents of the period to gain an idea of the foundations of government. 3. Role play and express views of the major political philosophers. 4. Produce a newspaper or magazine of the period including the social, political, and economic daily happenings of the colony or colonies. 5. Prepare a series of cartoons dealing with the major topics covered in the unit. Write a paragraph about each cartoon to indicate understanding by the students.
B. Social 1. Life in early Virginia 2. Life in Plymouth Colony 3. The Massachusetts Bay Colony a. Class structure b. Culture dominated by religion c. Urban living d. Education e. Importance of the family f. Social control	1. Use filmstrips to depict the various aspects of cultural life in the New England, Middle and Southern Colonies. 2. Discuss and compare reports on aspects of colonial life. 3. Role play the daily lives and positions during the 18th, 19th, and 20th centuries of: a. A farmer and/or landowner in Great Britain b. A farmer in New England c. A plantation owner in Virginia d. A farmer in France e. A country of own choice
4. The Virginia Colony a. Class structure b. Plantation life c. Aping of English Squire d. Education e. Family life	1. Read a description of the voyage of an indentured servant to the New World. (K.F. Geiser, Indentured Servants of Pennsylvania.) List the conditions which would have forced men and women to risk such a voyage. Finally, group

Content	Learning Experiences
	the reasons under economic, political, personal, and social. Check reasons for logic and importance. 2. Utilize devices for the comparison and contrast of ideas, trends, and events such as a time line. 3. "Of 256 signers of the Cumberland Compact, scarcely a dozen were alive a decade later; yet but one died a natural death!" Present this statement to the class and assign them to research the following: a. Factors which drew settlers to different regions b. Types of settlements c. Leaders of settlements d. Rivers and mountain valleys continued to direct lines of settlement 4. Locate the principal routes and settlements on a physiographic map. Use time and place in history when engaging in this activity.
C. Economics 1. The New England Colonies a. Development of trade b. Development of crafts c. Development of small farms d. Interdependence and the division of labor 2. The Southern Colonies a. The plantation system 1) Growth of slave labor 2) Development of a few wealthy landowners 3) Independence of plantation 4) Dependence on English goods	1. Conduct a class discussion utilizing information gained from previous use of paperbacks and filmstrips 2. Read about the historical background of the period from appropriate paperbacks 3. Use filmstrips to illustrate differences in life styles

Content	Learning Experiences
3. The emergence of economic conflict a. North 1) Growth of strong middle class 2) Need for tariff to protect American goods b. South 1) Growth of rigid class system 2) Desire to eliminate tariff	
D. Religion 1. The Puritan Ethic a. Influence on American culture b. Development of sectionalism between north and south	1. Conduct a panel discussion on the importance of religion in colonial times compared with religion today.
E. Primary Source Material 1. Definition 2. Examples 3. Library workshop 4. Use of source material a. Williamsburg b. Study 1) Political developments 2) Social developments 3) Religious developments	1. Read original documents and formulate conclusions about the social structure of the area. 2. Read diaries to gain insight into personal life of this period. 3. Use various paperback collections for individual and group reading.
II. Political Science - Study of American Constitution A. Ideology 1. Democratic ideology a. Development as a way of life b. Development as a political system 1) Theories of John Locke 2) Theories of selected American political scientists	1. Role play the various political philosophers and present their viewpoints for a form of government. 2. Report on the various philosophical views of government. 3. Use quotations of Locke, etc. and have students comment on them. 4. Use tapes, filmstrips, and records which depict the views expressed by the federalists and anti-federalists.

Content	Learning Experiences
a) Thomas Jefferson b) Samuel Adams c) James Madison d) Alexander Hamilton	5. Hold a constitutional convention with students expressing their own views on historical attitudes.
2. The United States Constitution a. Leadership 1) The role of the president 2) The role of congress 3) The role of supreme court b. Decision making 1) Role of the president 2) Role of the congress 3) Role of the supreme court c. Role of the citizen 1) Development and growth of the voting franchise 2) Development of political parties d. Political institutions 1) Development and changing patterns of: a) President and his power b) Congress and its power c) Judicial review	1. Enact the development and passage of a bill through the various branches of government. 2. Discuss Supreme Court rulings. 3. Construct organizational charts illustrating the powers of the various branches of government. 4. View filmstrips and movies depicting the roles of the branches of government.
III. Economics - Study of American Industrial Growth and the Struggle of Economic Sectionalism A. The Industrial Revolution Europe 1. Causes a. Colonialism b. Mercantilism c. Protestant ethic	1. Compile a list of words with their meanings and usage that apply to the study of economics in general and the Industrial Revolution in particular.

Content

Learning Experiences

2. Write an expository essay and/or an argumentative theme on one of these problems.
   a. How a Revolution can become an Evolution
   b. How a Revolution can be Scientific
   c. How a Revolution can be Philosophical
   d. How a Revolution can be Political
3. Bring in clippings from newspapers and magazines to illustrate kinds of revolutions. Discuss these and try to draw tentative conclusions relative to cause, places, effects, and significance for people in today's world.
4. Prepare time lines and/or chronological charts showing the following items:
   a. Inventions in spinning and weaving with the name of the inventor, brief descriptions of the invention, and significance
   b. Inventions in transportation with the same items
   c. Inventions in communications with the same items
   d. Inventions in mining with the same items
5. Draw on the chalkboard and explain the basic principles involved in one or more of the following, and show how each contributed to revolutionizing life: steam engine, diesel engine, Bessemer process, and others which are indicative of the era.
6. Prepare pictorial histories with the use of pictures, filmstrips, and/or films for displays, lectures, and discussions on "The Industrial Revolution." Film is available from the Del-Ches Film Library. Formulate a student preparation of questions after a preview of the film. Give the class the questions a day or more ahead of the showing to the class. Listen for interpretations of the Industrial Revolution.

Content	Learning Experiences
	7. Prepare debates, panels, and/or round table discussions on such questions as the following: a. "Necessity is the Mother of invention" b. The Industrial Revolution could not have taken place without one or more of these: The Renaissance, The Decline of Feudalism, Growth of the Nation State, The Commercial Revolution, The Scientific Revolution. 8. The immediate outcomes of the Industrial Revolution determined the course of later Industrial Revolutions. Prove this statement by fact, example, and illustration.
2. Immediate causes a. Inventions b. Development of transportation c. Expansion of banking and credit facilities d. More efficient production and use of power sources	1. Construct maps showing the colonial possessions of nations in the 17th and 18th centuries. Discuss the question, "What is the relationship of the Industrial Revolution to Colonial Expansion?" This can also be applied to the present or to emerging nations. Draw tentative conclusions. Keep for future reference. 2. On a map of the world, indicate the following: a. Cities that grew as the Industrial Revolution progressed b. Cities that declined as a result of the Industrial Revolution c. Raw materials d. Markets used 3. Prepare graphs to show the expansion of various industries and the growth of trade in different nations. 4. Consult Mark Van Doren's An Anthology of World Prose and An Anthology of World Poetry. Select portrayals describing the Agricultural and Industrial Revolutions. Read and interpret some of the selections. English teachers will be happy to assist in these endeavors. Encourage students to consult other writers including Daniel De Foe, George Eliot, Elizabeth Barrett Browning, Oliver Goldsmith, Charles Kingsley, and Henry Thoreau.

Content	Learning Experiences
	5. Read and report on some of the personal narratives and descriptions of the evils of Industrial Revolution and urban working and living in the early days of Industrial Revolution. Other countries may be examined in the same manner. 6. Compare and contrast mercantilism with laissez-faire. Entitle one column main ideas embodied in mercantilism and head the second column main ideas embodied in laissez-faire. Discuss findings in regard to such points as role of the government, role of the people, and effects of each system. 7. Write a brief expository paragraph on the following: a. Corporation b. Law of supply and demand c. Means of production d. Free enterprise e. Socialism 8. Find differences in how people lived before 1750 and after 1850, 1900, 1925, 1950 and 1965. Draw conclusions about the differences and influences of the Industrial Revolution and scientific and technological changes. 9. How did the development of improved transportation and communication hasten industrial and social development? Students should develop a topical outline to use as a guide in solving the problem.
B. The Industrial Revolution - United States 1. New England a. Factors of production favoring northeast b. Slater's Mill c. Inventions d. Impetus of War of 1812 2. The South a. King Cotton 1) Plantation system 2) One-crop economy 3. Tariff Issue	1. View filmstrips which illustrate the differences between North and South. 2. Present the following views on the tariff: (a) a Connecticut watch manufacturer, (b) a Texas cotton farmer, (c) a worker in a synthetic rubber factory, (d) a director of a steel company, and (e) a longshoreman on the New York docks. Show how the viewpoint of each person reflects his economic interest.

Content	Learning Experiences
C. Rise of Modern Industry 1. Transportation a. Railroads b. Canals 2. Communications and Technology a. Telegraph b. Use of: 1) Oil 2) Electricity 3) Steel	1. Research new inventions and their importance. 2. View filmstrips and listen to records explaining the various systems.
3. Development of New Business Methods a. Mass Production b. Division of labor c. Assembly lines d. Business forms 1) Proprietorship a) Advantages b) Disadvantages 2) Partnership a) Advantages b) Disadvantages 3) Corporations a) Advantages b) Disadvantages	1. View filmstrip series on Economics and listen to records. 2. Assess the implications of new business methods on life styles.
D. Economic Theory 1. Production a. Factors 1) Land 2) Labor 3) Capital 4) Natural resources 5) Management	1. Discuss various economic theories. 2. Report on economists and their philosophies.
E. Consumption 1. Definition 2. Goods a. Free b. Economic c. Durable d. Perishable 3. Wants a. Primary b. Secondary 4. Utility a. Natural b. Form c. Possession d. Time e. Place	1. View filmstrips on economics.

Content	Learning Experiences
5. Factors that influence consumption a. Advertising b. Custom and tradition c. Education d. Income e. Standard of Living	1. Collect examples of advertising and discuss various advertising techniques. 2. Conduct advertising campaigns to assess depth of understanding.
F. Exchange 1. Barter system 2. Money system 3. Credit system 4. Marketing 5. Value and price a. Supply and demand 1) Influences on supplying and demand	1. Discuss the concepts of the game, Monopoly, produced by Parker Bros. 2. Research other economically oriented games. 3. Use simulated games for economics. Encourage pupils to devise original situations demanding an understanding of economics.
6. Business Cycles a. Definition 1) Prosperity 2) Crisis 3) Depression 4) Recovery 7. Inflation and Deflation	1. Utilize visual aids and other reference materials to determine similarities and differences in business cycles.
G. Distribution of Profits 1. Labor 2. Management 3. Labor versus management 4. Legislation a. Affecting labor b. Affecting management	1. Discuss current events in the labor field. 2. Examine and analyze case studies in labor management relations.
IV. Minorities and Our Cultural Heritage - A Study of Immigration A. Immigration to 1850 1. Composition 2. Geographical placement 3. Cultural adjustment 4. Status in community 5. Influence on American life a. Political b. Economic c. Social	1. Review old world motives which brought immigrants to this country in the period preceding the Civil War. From a knowledge of world history or from readings, determine whether the same motives dominate the post-Civil War era. 2. Determine why the United States was so eager to have.immigrants come to this country during this period. 3. Discuss and analyze the inscription on the Statue of Liberty. Research the story of the Statue of Liberty. What is the implication of the inscription on the statue?

Content	Learning Experiences
	4. Prepare maps to indicate the European sources of immigration and settlement in the United States. 5. After wide reading on the subject of immigration, discuss the following topics: a. Methods used to encourage immigration b. Types of immigration c. Reasons for encouraging or discouraging Oriental peoples. 6. Discuss how students' relatives came to the U.S. and why? 7. View filmstrips on minorities.
B. Immigration 1850-1900 1. Reasons for immigration 2. Composition 3. Geographical placement a. Urban b. Farm 4. Cultural adjustment 5. Status in community 6. Influence on American life a. Political b. Economic c. Social	1. Construct graphs for the following: a. Immigration statistics 1790-1860; 1860-1890. 1) Rate of entry 2) Countries represented 3) Place of settlement in U.S. b. Growth of cities c. Cost of public land d. Westward movement of the frontier e. Growth of population 2. Topics for cartoons a. Learning the language b. Finding a job c. Becoming accustomed to typical American customs 3. Study the immigrants who came to our country, trace their principal settlements in the United States, and list the essential contributions of the groups. The vast contributions of our immigrants should be made known to the students. 4. Prepare special reports on such men as Carl Schuoz, Jacob Rus, Peter Altgeld, Albert Gallatin, Samuel Gompers, Andrew Carnegie, Louis Agassiy, and others. If it is desired, these reports may be worked into panel discussions around such topics as: Contributions in industry, contributions in Labor, Art, Politics, etc. 5. Make a study of various immigrant groups that settled in New Jersey. Consult the librarian for aid. 6. Prepare a written personality sketch of some noted immigrants.

Content	Learning Experiences
V. Geographical concepts concerning the relationship between man and his location A. Environmental determinism 1. Topography 2. Access to water 3. Transportation routes B. Case studies of: 1. New York City 2. Denver 3. Moscow 4. Berlin C. Population density of the world	1. Determine how geographical factors affect the development of populated areas. Explain the theory of environmental determinism. 2. Improvise countries based on climate. 3. Use 8 mm movies to illustrate similarities and differences of these areas. 4. Research population data for various areas and display this information through the use of maps, charts, graphs or bulletin boards.
D. Concepts concerning the climatic differences in the world 1. Latitude 2. Altitude 3. Angle of sun's rays 4. Seasons 5. Amount of sunlight	1. View filmstrips on the causes of climatic differences. 2. Discuss how climatic differences affect life styles.
E. Map Study 1. Topographic 2. Hydrographic 3. Locations in the world	1. Use map kit to illustrate topographic maps. 2. Bring in topographic maps and point out cultural features, high and low points, direction, physical features, mountains, etc. 3. Conduct a competition (boys vs. girls) in world locations.

SAMPLE UNIT - THE DEVELOPMENT OF AMERICAN DEMOCRACY

CONCEPTS

Political Science

C I Every society creates a system of law and provides forms of punishment for its offenders.

C II Governments are established by all societies to provide a framework under which people can live. Governments take many forms. They exercise and maintain power in many ways.

C III Governments have common functions and tasks.

Anthropology

C IV Man as a social animal, structures his life in groups with others of a similar background. Together, they endeavor to form a system of social order and stability.

Geography

C III Settlements are composed of a series of separate sites. Each functions within the urban structure.

C V Resources and their use are related to the cultural, technological, and physical development of man's surroundings.

History

C II Since human experience is a complex, continuous, and inter-related activity, it is necessary that man be studied in relation to his past and present. Thus the study of man is the study of his past relationships with other men.

C III Throughout the ages, man has been able to give meaning to historical knowledge by placing events in an orderly pattern. Historical knowledge is not fixed but ever-changing. This knowledge, placed in chronological order, seems to provide us with the most useful means of organization.

C IV History contributed much to man's preparation for his political, social, and economic life. It is possible to derive, from historical backgrounds of the various nations, basic principles and implications for thought and action in contemporary affairs. From a survey of the past, there seems to be evidence of a progressive historical cycle that could aid in solving our contemporary dilemma.

Economics

C I Basic conflict between unlimited wants and limited resources.

The basic economic problem confronting every individual and nation is the conflict which exists between unlimited wants and limited human resources. At any moment of time, man's desires for goods and services outrun the resources (men, machines, and natural resources) necessary to their production.

C II Societies and individuals make economic decisions.

Individuals and societies have to develop allocating methods because of limited resources and unlimited wants.

1. The kinds of goods to be produced
2. Methods of production to be used
3. Quantity of goods to be produced
4. Level of production and employment to be maintained
5. Determination to whom goods and services will be distributed

C VI Interdependence has made trade a necessity.

Most societies, because of job specialization and limited resources, become dependent upon other societies to satisfy some of their wants.

Systems of transportation to facilitate trade becomes a necessity.

CONTENT

OUTLINE FOR THE DEVELOPMENT OF AMERICAN DEMOCRACY

Anthro.
C I - V 1
(Gr.4)
C IV- V 1, 2
(Gr.7)
Hist.
C II- V 1,2
(Gr.7)
C IV- V 3
(Gr.6)
Pol. Sc.
C I - V 1,2
(Gr.6)

I. Democratic Ideas From "Old World"

A. Contributions of Hebrews
B. Contributions of Greeks
C. Contributions of Romans

Anthro.
C III- V1,2
(Gr.8)
C IV- V 1,2
(Gr.6)
C V - V 1
(Gr.5)
Pol. Sci.
C II- V 1,2
(Gr.7)
C III-V 2,3
(Gr.7)

II. Democratic Ideas From England

A. Ideas of freedom and personal rights
B. Ideas of constitution
  1. Magna Carta
  2. Petition of right
  3. Habeaus Corpus Act
  4. Bill of Rights
  5. Traditions and customs
C. Ideas of representative government
  1. Parliament - unicameral
  2. Parliament - bicameral

III. Democratic Ideas Developed By Colonists

Anthro.
C IV- V 1,2
(Gr.6)
Hist.
C III-V 1
(Gr.7)
Pol. Sci.
C III-V 1,2
(Gr.8)
C I - V 1
(Gr.7)
Geog.
C IV - V 1
(Gr. 7)
C V - V 1,2
(Gr.7)
C III- V 1
(Gr.8)

A. Written constitution
  1. Mayflower Compact
  2. Fundamental orders of Connecticut
  3. Colonial charters
B. Population participation in government
  1. Town meetings
  2. Representative government
  3. Control of the purse by people's representative
C. Freedom of religion and separation of church and state
  1. Maryland Toleration Act
  2. Separation of church and state in Rhode Island
  3. Religious freedom in Pennsylvania

Hist. C III- V 1,3 (Gr.7) Pol. Sci. C I - V 2,3 (Gr.7)	D. Freedom of press and speech 1. Trial of Peter Zenger 2. Development of public opinion
Econ. C II - V 1,2,3 (Gr.6-8) C I - V 1,2 (Gr.6-8) Pol.Sci. C I - V 1,2 (Gr.7) Geog. C I - V 1,2 (Gr.7) Anthro. C IV - V 1,2 (Gr.7) C IV - V 2 (Gr.6) Hist. C I - V 2 (Gr.7) C II - V 4 (Gr.7) Pol. Sci. C I - V 1 (Gr.7) C I - V 3 (Gr.5-7)	E. Right of resistance to arbitrary power 1. Revolt against arbitrary government 2. Revolt against writs of assistance 3. Revolt against arbitrary tax a. Navigation Acts b. Stamp Acts c. Townshend Acts d. Intolerable Acts 4. Revolt against British laws a. Smuggling b. Writing - pamphlets c. Demonstrations d. Riots e. Stamp Act Congress f. Committees of Correspondance 5. Petition to king for redress of grievances 6. Declaration of Independence
Pol. Sci. C I - V 3 (Gr.7) C III - V 1,2,3,4 (Gr.7)	F. Co-operation 1. Against Indians a. New England Confederation b. French and Indian War c. Albany Plan of Union 2. Against British domination a. Stamp Act Congress b. Sons of Liberty c. First Continental Congress d. Second Continental Congress e. Armed Revolt: Revolutionary War

Selected and Suggested Activities

1. Analyze the actions and interactions of men as they tried to resolve their affairs.
2. Role play the following:
    - A. Meeting at Gwim Crossing
    - B. Meeting at Runnymede
    - C. The Trial of John P. Zenger
3. Report on the importance of the Magna Carta to the declaration of rights of individuals.
4. Utilize primary source materials to interpret the impact of the Stamp Act, etc. on the civil rights of the colonists.
5. Role play the meetings at the Virginia House of Burgess where the growing storm of the American Revolution took place.
6. Debate the rights and duties of the Patriots vs. Loyalists.
7. Debate the freedom of speech vs. censorship and inherent implication in the development of our society.
8. Conduct a panel to discuss why the colonists were justified in writing the Declaration of Independence.
9. Write a report on how the Revolutionary War could have been avoided.

Resources for Students

I. Films
- A. American Revolution: The Background Period
- B. Defining Democracy
- C. Signing of the Declaration of Independence

II. Readings
- A. Books
    - 1. The Crucible - selected paragraphs
    - 2. Four Days in July
    - 3. Liberty under Law
    - 4. Taking a Stand
- B. Primary Source Material
    - 1. Colonial charters
    - 2. English government documents
    - * 3. Case studies in American history pertaining to:
        - a. Civil rights
        - b. Freedom of speech
        - c. Freedom of religion
- C. Illustrations
    - 1. Causes of Revolutionary War
    - 2. The rights of citizens
    - 3. The securing of freedoms
- D. Tape Recordings
    - 1. Stamp Act
    - 2. A Flogging at Sea(from Two Years Before the Mast)
    - 3. Stoerpenberg Camp - decision making
    - 4. The Stamp Act (dialogue)
    - 5. A Democracy takes Shape
    - 6. Growing Storm of the American Revolution

* Representative sample included

* Historical Incident - Printing Ideas Without Permission in England

In England, about 1600, there were laws that said that all people had to believe in the same religion and that they must obey the demands and laws of their government. Very few of the people themselves had any power over the government, which was ruled by a king, a wealthy noble class, and the Church of England. There were then, as there usually are, some people who did not want to be told what they could and could not believe. They did not like the way the country was being run and they wanted to be able to talk about their ideas and write them in papers, books, and magazines.

The people who ran the government were afraid of these people. They were afraid that if too many people heard these ideas they might try to change some of the laws of the country, or even to take over the government and run it themselves. Those in charge decided that one way to stop these people from spreading their ideas would be to limit their rights to print them.

The government passed laws to limit freedom of the press. They said that all printing in the country had to be done in one of three cities: London, Oxford, or Cambridge. There could be only a certain number of printing presses in the country and all books must first be read by the Archbishop of Canterbury or the Bishop of London. If these men gave their permission, the books could be printed.

What do you think?

1. What dangers did the English government see in letting people print whatever ideas they wanted to?
2. Was the government right?
3.. Does this sound like a democratic country?
4. Are people in the United States today allowed to print anything they want to? Should they be able to?

* Historical Incident - The Trial of Thomas Paine (1792)

The Revolutionary War was fought by our forefathers to free the North American colonies from English rule and to make a country where the people could rule themselves instead of being ruled by a king or group of nobles whom they could not control.

Soon after the Revolutionary War, some of the people in France decided that they, too, would like to rule their own country. They revolted against their king and ruling nobles and formed their own government. Their war was bloody. The king and most of the nobles were killed by the people. Once they had taken power, some of the leaders of the revolution said they would help the people in any other country to overthrow their king and set up their own government.

This made the rulers of other countries very much afraid that their citizens would try to overthrow them and run the governments as the Americans and French had done.

One of the men who had been very important in helping the people in our country get together to fight against the English king was Thomas Paine. He was an Englishman who had moved to America before the Revolutionary War. He believed that all people should have certain rights and that the government of any country should be by the people. He wrote his ideas in a little book called Common Sense. When people in America read his book many of them agreed with him and decided to help fight against the English king to win their rights.

Thomas Paine said, "My country is the world." After the Americans had won freedom, Paine went to England and to France to help the people of those countries gain their rights. While he was in England he wrote another book called The Rights of Man. In this book he said that the English government was unfair to the citizens, that the people should have the right to make their own government, and that the leaders of the English government were dictators. He also suggested making laws that would help the people. Soon after he had written this book he went to France.

While Thomas Paine was in France, the English rulers accused him of saying bad things about their government and brought his case to court, even though Paine was not there. The jury was a special one, chosen from the upper classes who were afraid that a revolution might start in England.

Paine's lawyer said that all citizens should have the right to say what they think about their government. He said that the people who run a country always think they are perfect, but that many times they are wrong. If people are free to talk and write about their government, they may be able to find the truth and change things for the better.

The jury found Thomas Paine guilty and he and his books were outlawed in England.

What do you think?

1. Were Thomas Paine's ideas dangerous to the rulers of England? Why?
2. Do you think the people who run a government should have the right to outlaw books and people whose ideas they feel are dangerous to their government? Why?
3. Who should decide what ideas, books, or people are dangerous to our government?
4. What is the danger of passing laws against books?
5. Was there anything wrong with the jury chosen to try Thomas Paine? What?

Nonbook and Audio-Visual Bibliography

The following lists of audio-visual materials have been correlated to our social studies curriculum. Materials not cataloged before May, 1969 do not appear here. For additional materials, consult the card catalog in your school library or your building librarian.

Grade level designations are tentative suggestions. You are urged to preview materials to determine suitability for your use.

Explanations:

1. All materials listed are located in the five Springfield school libraries and/or the Curriculum Materials Center.
2. Requests for materials may be placed with your school librarian, who has the materials requisition form. Class numbers and titles are necessary for requesting material. Class numbers are given at the left of this list, and titles are capitalized. An asterisk after a title indicates that a teaching guide is available.
3. All materials are listed by Grade Level, with two exceptions; Map and Globe Study, and Holidays, which are placed at the end of the listing.
4. Within each grade level all types of materials, except records, are listed by Dewey Decimal Number.
5. All materials in the list also appear in each school library card catalog in a more expanded form. There you will find more information, such as, listings of individual titles of sets, etc.

Key

SFS	Sound Filmstrip	MOD	Models
FS	Filmstrips	MAP	Maps
FL	Filmloops	P	Pictures & Posters
TR	Transparencies	CHART	Charts
SL	Slides	KIT	Kits*
REC	Records		

*A kit is a combination of two or more types of nonbook materials to be used as a unit.

Key to School Locations

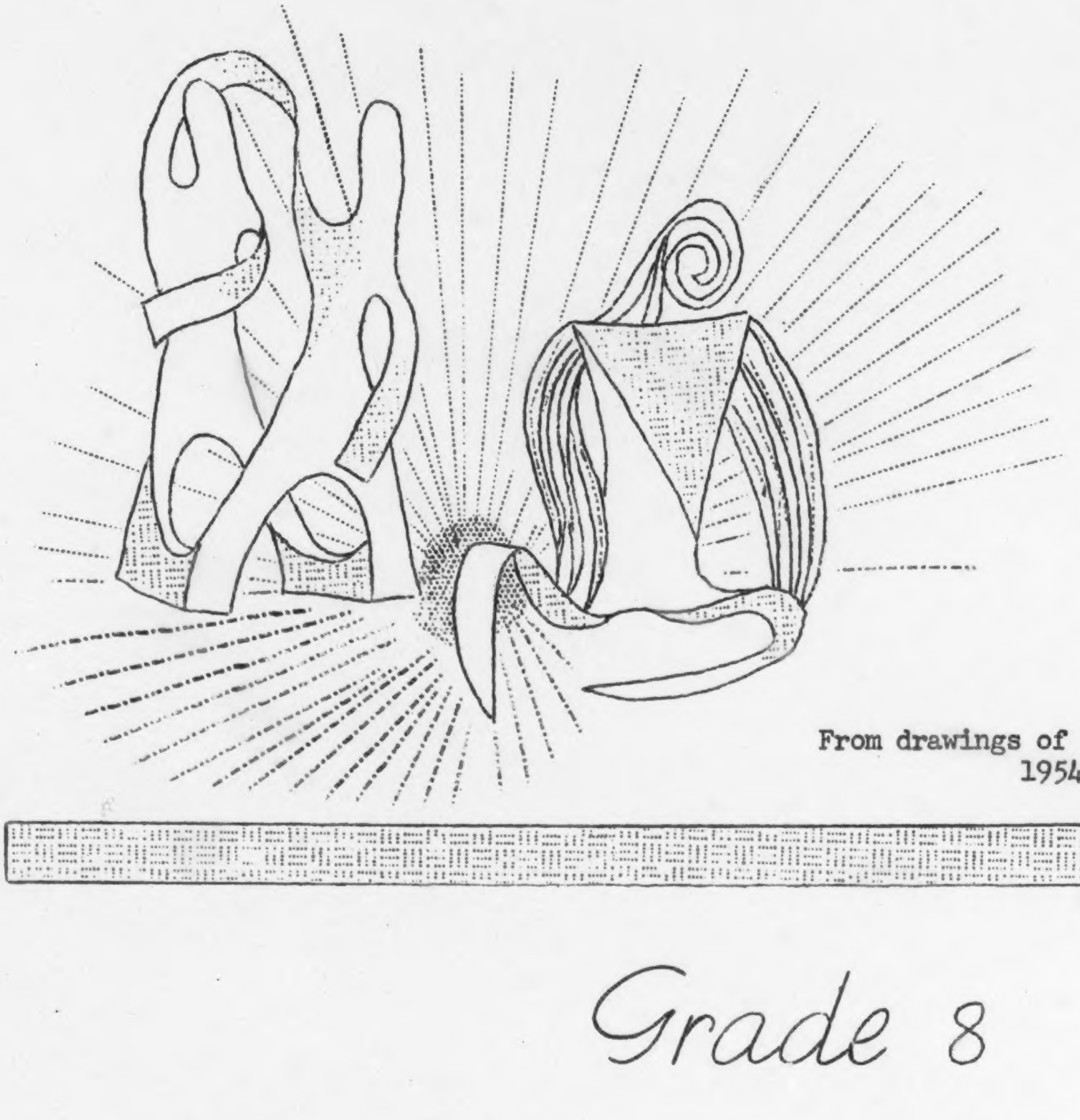
1. Caldwell Library
2. Chisholm Library
3. Sandmeier Library
4. Walton Library
5. Gaudineer Library
6. Curriculum Materials Center

Nonbook and Audio-Visual Bibliography

FS-5 153 F	Fundamentals of thinking. Eye Gate 8 filmstrips in color
FS-5 321 G	The growth of American democracy. Yale 1 filmstrip in b/w
FS-5 321.8 D	Democracy in action. Museum Ext. Service 9 filmstrips in color w/ manuals
FS-5 323.4 C	Citizenship. Eye Gate 7 filmstrips in color
KIT-6 325 M	Minorities have made America great. W.A.S.P. 6 filmstrips 6 records
SFS-5 325.73 N	A nation of immigrants. Guidance Assoc. 1 filmstrip in color 1 record w/manual
KIT-5 329 N	The presidential sweepstakes. N.Y. Times 1 filmstrip in b/w 1 record 1 map w/manual
FS-5 330 B	Basic economics. E.B. 8 filmstrips in color
FS-5 330 E	Economics for our times. McGraw 6 filmstrips in color
SFS-5 330 F	Fundamentals of economics. Eye Gate 8 filmstrips in color 4 records w/manual
SFS-5 330.973 E	The evolution of American industry, enterprise and welfare. S. V.E. 4 filmstrips in color 2 records w/manual
FS-5 330.973 I	Industry changes America. Museum Ext. Service 1 filmstrip in color
FS-5 338 C	A country store. Museum Ext. Service 1 filmstrip in color
FS-5 338 S	The story of American industry. Yale 1 filmstrip in b/w
FS-5 342.73 C	The constitution of the U.S. Eye Gate 9 filmstrips in color w/manual
TAPE-5 342.73 F	The full story of the Constitution. Imperial Prod. Experiments in Constitutional govt.

TAPE-5 342.73 F	The full story of the Constitution. Imperial Prod. The Constitutional Convention
TAPE-5 342.73 F	The full story of the Constitution. Imperial Prod. Ideas behind the Constitution
TAPE-5 342.73 F	The full story of the Constitution. Imperial Prod. Ratification
TR-6 353 O	Our government at work. Sr. Scholastic 2 transparencies w/teaching guide
FS-5 370 G	The growth of American education. Yale 1 filmstrip in b/w
SFS-5 784 F	Folksongs in American history. W.A.S.P. 6 filmstrips in color 6 records
TR-6 912 C	Colonial America 1770. Hammond Basic map of 13 colonies with overlays depicting settlement, economy and roads, distribution of immigrant group.
FS-5 914.31 F	Focus on Berlin. N.Y. Times 1 filmstrip in b/w
SFS-5 973 D	The Dutch, English, French and Spanish colonists. S.V.E. 1 filmstrip in color 1 record
SFS-5 973 F	The first settlers. S.V.E. 1 filmstrip in color 1 record
SFS-5 973 P	The prelude to independence. S.V.E. 1 filmstrip in color 1 record
SFS-5 973 P	The Puritans and the Pilgrims. S.V.E. 1 filmstrip in color 1 record
FS-5 973.07 E	Education in America. Museum Ext. Service 1 filmstrip in color
FS-5 973.2 C	Colonial life. Curriculum Films 8 filmstrips in color
FS-5 973.2 E	English colonies in North America. Yale 1 filmstrip in b/w
FS-5 973.2 L	Life in Colonial America. Yale 1 filmstrip in b/w

FS-5 973.2 P	Planters of Colonial Virginia. Colonial Williamsburg 1 filmstrip in color
TAPE-5 973.3 F	Famous moments in history. Imperial Prod. First president of the U.S. Democracy takes shape
FS-5 973.4 F	Free Americans establish a new nation. Yale 1 filmstrip in b/w
FS-5 973.4 G	Growth of our nation. Eye Gate 9 filmstrips in color w/ manuals
FS-5 973.4 O	Our history 1789-1860. Filmstrip House 3 filmstrips in color
FS-5 973.4 O	Our national capitals. Museum Ext. Service 1 filmstrip in color
FS-5 973.4 O	Under a new government. Museum Ext. Service 1 filmstrip in color
FS-5 973.8 O	Our dramatic industrial development. Eye Gate 9 filmstrips in color



From drawings of Picasso
1954 A.C.E.

Grade 8

Grade Eight

Overview and Time Allotment Suggestion

The major objective of the Grade 8 course of study is to continue the development of the major social science concepts in terms of helping the student understand current man and his problems in contemporary society. Appropriate time should be allotted for the various social studies disciplines, however, 300 minutes should be alloted per week.

Child Development

The following factors must be considered in development of adolescent at this stage: Maturity may be divided into two separate facets of physical and mental growth. Generally girls mature in both areas before boys causing them, in many cases, to be "better" students. Physically, the adolescent is rather awkward and prone to accidents. Less mature students find that they have much more coordination than their older and larger counterparts. This will change, however, when they too experience their "spurts" of growth.

Learning Characteristics

Adolescence is an age of new horizons which open up daily. Courses with which the student can either relate or can use will be most profitable and require the least amount of outside motivation. Philosophical or intangible subjects will cut down the already limited attention span. Practical and useful thoughts, teaching, and training are mandatory. The adolescent is demanding, perceptive, and sensitive.

Implications for Social Studies Instruction

Social studies instruction in eighth grade based on contemporary problems will enable the students to relate and apply their knowledge on a daily basis. Instruction should involve the use of student involvement in development of units.

ECONOMICS

Concepts	Variants
I. Basic conflict between unlimited wants and limited resources. The basic economic problem confronting every individual and nation is the conflict which exists between unlimited wants and limited human resources. At any moment of time, man's desires for goods and services outrun the resources (men, machines, and natural resources) necessary to their production.	1. The growing need of nations throughout history for economic improvement has led them to seek colonies. Control of adjacent areas to their borders has also been practiced, (mercantilism, imperialism). 2. Each society develops an economic system to deal with problems of how to allocate resources among the alternative uses. Economic systems vary. 3. One way people can get more and better goods and services is through technological progress. This includes new ideas, invention of better machines to produce goods and services, discovery of new supplies and uses of natural resources. 4. Our economic activities are constantly changing because of technology. 5. Our government provides goods and services for the people that cannot be provided by private business (defense, highways, education).
II. Societies and individuals make economic decisions. Individuals and societies have to develop allocating methods because of limited resources and unlimited wants. 1. The kinds of goods to be produced 2. Methods of production to be used 3. Quantity of goods to be produced 4. Level of production and employment to be maintained 5. Determination to whom goods and services will be distributed	1. Nations unable to satisfy their wants lack skills, capital, resources, and often a stable government. 2. All nations are striving for a rapid growth no matter what their economic development or type of economic system. 3. In our private system, consumer demand in the market is the main force that determines the allocation of productive resources among competing wants.

Concepts	Variants
III. Influences upon economic decisions and systems. Economic decisions and systems are influenced by values of society as well as factors that shape culture, geography, social structure, political history, technical skills, and literacy.	1. The level of living is the amount and kinds of goods and services the people possess. All societies have different levels. 2. Incomes of various regions of the U.S. and the world are determined in part by the location, size, and skill of the population. 3. Earnings and spendings of these earnings help to promote consumption throughout the world. 4. The geography of a nation influences its economic system. 5. The level of living affects the culture and life style of a society. All societies have differences and similarities. 6. All nations want economic growth increasing their per capita output of goods. 7. All people of the world receive a varied income which will be reflected in their standard of living.
IV. Tradition, command and market economies are methods of solving economic problems. Economic resources can be used in many ways. Societies have involved three basic methods of allocating resources to meet wants: command economies, market economies, and traditional economies.	1. Capitalism, communism, and socialism are all different ways in which various economic systems have attempted to solve the universal economic problem of unlimited wants and limited resources. 2. Economic freedom, like political freedom, is not absolute. 3. Economic welfare is a goal in most modern societies. 4. All economic systems of the world have varying degrees of government intervention. 5. Our American method of making basic economic decisions with respect to use of resources through a system of markets and prices, provides us with a maximum amount of economic freedom. 6. Our government regulates some of our economic activity in order to benefit all people. The government's economic role has increased as our economy has become more complex.

Concepts	Variants
	7. A command economic system is one where government officials make most of the decisions concerning what will be produced and who will benefit from goods and services produced.
V. Division of labor increases efficiency. The efficiency of production can be improved and the gap between limited resources and unlimited wants lessened by the division of labor and job specialization.	1. Geographical, occupational, and technological specialization are results of man's desire to produce more, better and faster. 2. Technological progress has caused increased specialization and therefore, productive resources are more efficiently used. 3. Most countries of the world have been developing specialized labor forces to fill the need for continued economic growth. 4. Increased specialization has led to many problems in labor relations.
VI. Interdependence has made trade a necessity. Most societies, because of job specialization and limited resources, become dependent upon other societies to satisfy some of their wants. Systems of transportation to facilitate trade becomes a necessity.	1. Exports, imports and international investments are necessary for economic growth. International trade is a highly developed part of major economies. 2. International trade develops a larger market for each nation, leading to increased production and greater interdependence. 3. Technological progress leading to resources being used more efficiently, has made people more interdependent. 4. Most nations strive for a favorable balance of trade. 5. Since international trade is important to our economies, the functions and operations of international agencies for economic cooperation are vital to all nations. 6. Nations today must cooperate through world trade, conservation and aid to economically underdeveloped nations. (Common market, etc.)

GEOGRAPHY

Concepts	Variants
I. Maps are necessary to understand the inter-relationship among inhabitants of the earth to their cultural and physical phenomena.	1. Map and globe analysis aid in discovering cause and effect relationships and differing interactions among geographic elements.
II. The distinctive character of each place and the difference from one place to another are completely interrelated.	1. The physical environment is not a rigid mold to which all people at all times must conform. 2. Man's exploration in space is changing the geographic concept of the world.
III. Settlements are composed of a series of separate sites. Each functions within the urban structure.	1. There is a relationship among location, growth, and area arrangement of a settlement.
IV. The basic unit for geographical study is the region. Understanding it involves the recognition of the GESTALT.	
V. Resources and their use are related to the cultural, technological, and physical development of man's surroundings.	1. Man can choose to improve his environment through the extensive utilization of present technology. 2. People differ from one another as do environments and each is in equilibrium with the other.

HISTORY

Concepts	Variants
I. History has shown us that although change takes place at various rates, all things are subject to change. These changes may or may not constitute progress as seen in relation to the whole spectrum of history.	1. Urbanization, industrialization, and immigration are bringing about changes and creating new problems. 2. Rapid technological growth has produced a "cultural lag" in our religious, social, economic, and political lives. 3. The need for achieving a balance between change and stability is required in our modern society. 4. Man has created new problems in his successful attempt to modify his environment.
II. Since human experience is a complex, continuous, and inter-related activity, it is necessary that man be studied in relation to his past and present. Thus the study of man is the study of his past relationships with other men.	1. Citizens of tomorrow may exercise more wisdom in planning for the future as a result of events of the past. 2. Understanding of how events of the past have influenced every aspect of the way we live and think. 3. In the modern world, one nations problems become the problems of all. 4. The roots of our most basic problems are to be found in past activities.
III. Throughout the ages, man has been able to give meaning to historical knowledge by placing events in an orderly pattern. Historical knowledge is not fixed but ever-changing. This knowledge, placed in chronological order, seems to provide us with the most useful means of organization.	1. Man must gain experience in the historical method of inquiry to develop valid facts and conclusions. 2. Testing, validity, and accuracy of primary and secondary sources of historical events is difficult but necessary. 3. Facts may be interpreted in more than one way; each impression of an event is influenced by the experience and culture of the observer. 4. Time provides us with a way of organizing and relating the problems of all the disciplines.

Concepts	Variants
IV. History contributed much to man's preparation for his political, social, and economic life. It is possible to derive, from historical backgrounds of the various nations, basic principles and implications for thought and action in contemporary affairs. From a survey of the past, there seems to be evidence of a progressive historical cycle that could aid in solving our contemporary dilemma.	1. History provides us with the opportunity to examine qualities of man which men revere or abhor. 2. Those who cannot profit by the past may be condemned to repeat it. 3. Each culture and individual group must be understood in relation to its own unique heritage.

ANTHROPOLOGY

Concepts	Variants
I. Change is a part of society. It is constant but the rate of change can vary from evolution to revolution.	1. Changes in culture are not only evident in the elements of society (e.g. science vs. art) but they are also evident within social structures ("generation gap"). 2. Social problems between ethnic or age groups may result, and existing social structures will be modified or changed to meet new demands. Man must learn peaceful and reasonable methods to change his society.
II. While man is categorized by "race", human beings through physical characteristics and basic human desires and needs are more alike than different.	1. Cultural differences are often erroneously taken as racial or national superiority or inferiority.
III. Man is an animal with the distinctive ability to communicate on a very highly sophisticated level.	1. Ability to communicate reduces conflict. 2. The growth of mass media has produced the power of propaganda. Man must learn to think critically and individually. 3. Mob psychology should be readily recognized.
IV. Man as a social animal, structures his life in groups with others of a similar background. Together, they endeavor to form a system of social order and stability.	1. Groups of people who have gathered to live together can be divided across several areas - political, religious, ethnic, etc. 2. Each sub-culture enriches the total and is capable of participating and contributing to it.

Concepts	Variants
V. Man is a product of his environment. His cultural group is influenced by both human and physical environment and each is dependent heavily upon previous cultures.	1. Man, as part of his cultural make-up, differs from another because of his own experience and interactions with other peoples. 2. Cultural differences may represent different stages of cultural development. 3. Culture is a social heritage passed from generation to generation and made up from all elements of social structure.

POLITICAL SCIENCE

Concepts	Variants
I. Every society creates a system of law and provides forms of punishment for its offenders.	1. Although individual rights under the law have been guaranteed to all people in our society, the goal has not been achieved. 2. Professed values do not imply that all will benefit equally under the law.
II. Governments are established by all societies to provide a framework under which people can live. Governments take many forms. They exercise and maintain power in many ways.	1. Political domination of another national state is not part of a democratic society's foreign policy. 2. The balance of distribution of political power within the governmental units of our society undergoes change.
III. Governments have common functions and tasks.	1. The role of leadership in some government positions has undergone dramatic change in our history. 2. Societies make decisions in the light of their self-interest. 3. The conflict between services demanded and reluctance to support the cost of government is an unresolved problem.
IV. All levels of government are interrelated and interdependent.	1. Although internal stability has been achieved, historically there has been a conflict over authority between levels of government in our country. 2. Nations with strong national governments function more effectively in foreign affairs.
V. In every society the citizen has a role in government.	1. People working in groups through various government and private agencies have influenced government action in the U. S. 2. The degree of participation by citizens in a democratic form of government is influenced by internal and external events.

Contemporary American Culture

Content	Learning Experiences
I. Anthropology A. Current Social Problems 1. Civil rights struggle a. Legislation b. Recent agitation and causes c. Groups in struggle d. Role of white backlash e. Civil rights as a political issue	1. Research various civil rights leaders, laws, Supreme court cases, groups. 2. Review and compile from the news media (TV, press, radio, ETV kinoscopes) recent statements by political candidates. Conduct panel discussions on current trends. 3. Discuss the rights and responsibilities of the individual. Discuss the use of demonstration techniques. 4. Read platforms of political parties concerning civil rights. 5. Invite outside speakers or members of minority groups to state their views.
2. Minority group problems a. Causes of prejudice b. Survey of groups which have encountered prejudice c. Puerto Ricans 1) Reasons for migrations 2) Problems in assimilation 3) Attempts of government agencies to find solutions	1. Read all, or part of, "West Side Story" to gain insight into the problems of minority groups. 2. Begin a class by giving directions in a foreign language, then discuss the problems minorities have had with language barriers.
3. Housing a. Survey of areas with severe housing problems b. Urban renewal 1) Case study - Newark c. Other programs of slum clearance	1. Visit a large city and view housing conditions. Discuss the program with civic leaders and tenants.

Content	Learning Experiences
4. Population a. Stages of population growth b. Problems created by each stage c. Areas most affected by changes in population	1. Construct graphs, charts, and maps illustrating population growth and distribution. 2. The population of the U.S. is expected to exceed predicted figures for 1975. Where will the food come from to feed the additional people? What alternate plans can students offer to provide for the needs of these extra people?
5. Crime a. Causes of crime b. Causes of delinquency c. Types of punishment d. Change in philosophy from punishment to rehabilitation e. Reasons for crime increase f. Proposed solutions for handling national problem of crime	1. Invite a local police official to discuss crime and delinquency among teen-agers. 2. Visit local county or state penal institutions. 3. Arrange to hear a jury trial.
6. Revolution of Rising Expectations of underdeveloped nations a. Technological problems b. Educational problems c. Type of economy	1. Define and discuss the term "underdeveloped nation." 2. Cite examples of "underdeveloped nations." 3. List the factors that have inhibited development. 4. Role play solutions to problems (i.e. foreign aid, self help, etc.)
II. Geography	
A. Map study 1. Major geographic areas of the world a. Water bodies b. Mountain chains c. Plains d. Plateaus	1. Draw a map of the world illustrating major land and water bodies; then compare with a world map. 2. Play a competitive game of oral questioning on location to instill a mental image of space and relationships. 3. Use a geography crossword puzzle to further understanding of terms.
2. Major urban areas of the United States	1. Compare the old home area of students who have recently moved to their new location. 2. Use 8 mm single concept movies showing various urban areas of the world.

Content	Learning Experiences
B. Factors of location for urban centers 1. Transportation a. Highways b. Waterways c. Jetports 2. Communication 3. Industry a. Market b. Government projects c. Education centers	1. Visit: N. J. Turnpike Authority Garden State Parkway Commission N. Y. Port Authority Newark Airport
III. Political Science A. Comparative government 1. Parliamentary system a. Organization of governments b. Strengths and weaknesses c. Role of political parties in parliamentary system d. Powers of legislative and executive branch	1. Role play the part of the Prime Minister and members of Parliament in a coalition government. 2. Construct charts comparing political systems. 3. Depict evolution of different forms of government.
2. Presidential system a. Electoral system b. Powers of executive and legislative branch c. U.S. system of check and balances d. Strong presidential system, France	1. Simulate the roles of the various branches of government. 2. Chart the powers of the system and compare with the Parliamentary system.
3. U.S.S.R. a. Government of written constitution 1) Supreme Soviet 2) Council of Ministers b. Invisible government 1) Organization of Communist party 2) Role of First Secretary 3) Relationship of Communist Party to official government	1. Chart organization of the Soviet government and compare it to previous systems. 2. Utilizing the gaming technique, form governmental systems, combination of systems, or new system deemed appropriate and necessary.

Content	Learning Experiences
4. Nationalism and newly emerging nations a. Problems of political stability in new nations b. Authoritarian rule 1) Reasons 2) Role of the dictator	1. Provide opportunity for group rule, including procedures of election, class rules, etc. Discuss political stability. 2. Use sections of the "Ugly American" either book or movie to illustrate nationalism, neutralism, and authoritarian rule.
B. Political parties in United States today 1. Structure 2. Functions 3. Role of primaries 4. Role of minority parties	1. Read "The Last Hurrah" to illustrate the role of political parties in the major cities. 2. Role play platforms of the various local political parties. 3. Compare the platforms of the political parties citing similarities and differences. 4. Invite a professional politician to class. You may want to contact your state legislature for assistance in obtaining the resource speaker.
C. International Relations 1. U.S. Foreign Policy a. Development since 1900 1) Roosevelt corollary and United States role in Latin America 2) Isolationism 3) U.S. role in World War I 4) U.S. role in World War II b. After World War II 1) Internationalism and United Nations 2) Policy of containment 3) Changes in Cold War c. Sino-Soviet split 1) Background of problem 2) Reasons for split 3) Effect on balance of power d. Viet Nam 1) Background of problem	1. Use phonograph records which have speeches and statements concerning foreign policy to ascertain trends. 2. American view points concerning foreign affairs can be found in various segments of "The Good Years". 3. Conduct student debates and panel discussions on the policies the U.S. has followed. 4. Visit the U.N. or foreign delegations to get their view on our policies. 5. Invite a member of the United Nations to our school and community. 6. Contact the U.S. State Department for movies dealing with our foreign affairs and selected pamphlets on foreign policy.

Content

- 2) Reasons for U.S. involvement
- 3) Evaluation of U.S. policy
- e. Other current affairs

IV. Economic System
- A. Development of U.S. capitalism 1900 to present
  - 1. Types of business organization
  - 2. Role of corporation
    - a. Comprehensive study of publicly owned corporations
    - b. Understanding of role of stock market in economy
  - 3. Government role in our economy
    - a. Adam Smith and laissez faire
    - b. Theodore Roosevelt and trusts
    - c. Wilson and trust
    - d. Great depression
      - 1) Causes
      - 2) New Deal
      - 3) Keynesian economics
      - 4) Evaluation of New Deal policies
  - 4. Current economic problems (optional)
    - a. Labor and management
    - b. Farm problems
    - c. Taxation
- B. Communism and Socialism as economic systems
  - 1. Role of government in economy
  - 2. Variations in degree of government ownership of business

Learning Experiences

1. Simulate the formation of corporations.
2. Make a folder of stock investments and chart them by following the newspaper.
3. Visit the American Stock Exchange (solicit a movie and/or talk by a member of the Stock Exchange explaining its operation and function).
4. Invite a local stock broker to talk about investment practices.
5. View filmstrip describing types of business organization and role of government in various economies.
6. "The Good Years" has descriptions of economic problems of the early 1900's.
7. Use phonograph records to describe the Depression and New Deal.
8. View movie on automation.
9. Simulate the legislature of an under-developed nation with a rapidly growing population. (Choose an actual nation as an example and obtain information about its economic conditions.) Work out a program of development, conservation, and trade that would raise the living standards of the people.
10. Conduct a panel discussion on the question: "Should the United States give aid to underdeveloped countries?"
11. Prepare a debate or panel on the topic: "The European Common Market-Threat or Challenge to America?"
12. Debate: Resolved, That the Federal Government should control the resources of the U.S.

Content	Learning Experiences
	13. Formulate a panel to discuss: "How much aid, economic or technical, should the U.S. make available to underdeveloped nations?" 14. Organize a debate on the subject: Resolved, That there should be an international agency which would control and supervise the use of necessary strategic minerals. 15. Organize a debate on the subject: Resolved, That a system of tariffs is necessary to the prosperity of American business. 16. Discuss how the power and leadership of nations today are related to the resources they possess or have access to. 17. Discuss what would be some of the probable consequences if the U.S. reduced trade drastically or eliminated trade with other nations.
C. Technological problems of new nations 1. Lack of capital 2. Lack of skill and education 3. Lack of political stability 4. Programs of improvement	1. Report on the "Chicken War" of 1963 between the Common Market and the U.S. (Use of periodicals is most important). 2. Use an economic almanac or the yearbook of an encyclopedia to find the average per capita income of the nations of the world. Using comparable information from ten years ago, calculate which countries have most improved their standards of living. 3. Consult the World Almanac to find the nations which exported the most goods in dollar value during a recent year. Draw a bar graph showing the amount each country purchased. 4. Research (individually) on other highly, semi, and underdeveloped nations not noted in the unit. The following list would be most helpful in allocating areas of study: a. Highly developed: Australia, Belgium, Canada, East Germany, France, Great Britain, Luxembourg, Netherlands, Norway, Sweden, Switzerland, West Germany.

Content

Learning Experiences

b. Semi-developed: Argentina, Austria, Czechoslovakia, Finland, Hungary, Iceland, Israel, Italy, Poland, Union of South Africa, Uruguay.

c. Underdeveloped: All of the remaining nations of the world.

5. Report on America's leading exports and imports. Which nations are our best customers? What are our best suppliers?
6. Write to the United States Bureau of Mines and the Geological Survey for any available information on resources and estimates of how long they will last. Prepare a chart on the information secured.
7. Make a list, limited to six each, of the natural resources for which the U.S. is dependent upon other countries.
8. Read William Vogt's book, "The Road to Survival" and give oral report on what information was discovered.
9. Role play a manufacturer of agricultural machinery interested in overseas trade. Pick an agriculturally dominated country and try to find out what are some of the difficulties he or she would encounter in trying to market their products.
10. Color a world map showing the highly developed, semi-developed, and underdeveloped nations.
11. Prepare a list of ten countries that have a level of living close to that of the U.S. List ten other countries with a lower level of living. In an oral report, identify some of the reasons for the differences.
12. Research each of the agencies listed under content area. After preliminary research, report on each agency.
13. Refer to the New York Times Sunday edition as a useful reference on the problem of world trade.

Content	Learning Experiences
	14. Discuss the importance of opinion. Cite examples where one person's opinion has brought great changes to lives and nations (use U.S. here). Try to discover how we form our opinions. Bring out the importance of being able to reinforce opinion with facts. Bring out the difference between opinion and prejudice.
V. Skills in critical thinking A. Formation of public opinion 1. Role of pressure groups 2. Role of political parties 3. Role of mass media B. Importance of public opinion in 1. Democracy 2. Freedom of speech and thought 3. Right of dissent	1. Simulate examples of pressure groups. 2. View movie on public opinion. 3. Discuss mass media and its effect on people. 4. Use "A Nation of Sheep" to illustrate public opinion formation.
VI. Research skills	1. To make research skills more enjoyable, use the FIND A FACT METHOD. Review use of research sources and then place on separate sheets of paper some question: Example, Population of Jersey City? Pick a question and provide a short time to find the information. 2. Use Library and give individual help to students working on problems. 3. Ample time should be set aside for supervised study during which time students are directed to basic references of varying degrees of difficulty. Students should be encouraged to formulate their ideas for projects and activities on the basis of their interests and readings during such study periods.
VII. Stokes	

Sources of Materials on Countries

Afghanistan	Royal Afghanistan Embassy Room 1114 1875 Connecticut Avenue, N.W. Washington, D.C. 20009
Algeria	Embassy of Algeria 2200 R Street, N.W. Washington, D.C. 20008
Argentina	Argentine Cultural Office 1600 New Hampshire Avenue, N.W. Washington, D.C. 20009
Australia	News and Information Bureau Australian Consulate General 636 Fifth Avenue New York, N. Y. 10020
Austria	Austrian Information Service 31 E. 69th Street New York, N. Y. 10021
Belgium	Belgian Government Information Cente 50 Rockefeller Plaza New York, N. Y. 10020
Bolivia	Consulate General of Bolivia 10 Rockefeller Plaza New York, N. Y. 10020
Brazil	Brazilian Government Trade Bureau 551 Fifth Avenue New York, N. Y. 10017
Bulgaria	Office of the Legation, 2100 - 16th Street, N.W. Washington, D.C. 20009
Burma	Consulate General of Burma 10 East 77th Street New York, N. Y.
Burundi	Embassy of the Kingdom of Burundi 2018 R Street, N.W. Washington, D. C.
Cameroon	Embassy of the Federal Republic of Cameroon 1705 New Hampshire Avenue, N.W. Washington, D. C. 20008

Canada	Embassy of Canada 1746 Massachusetts Avenue, N.W. Washington, D.C. 20036
Central African Republic	Embassy of the Central African Republic 1618 22nd Street, N.W. Washington, D.C. 20008
Ceylon	Embassy of Ceylon 2148 Wyoming Avenue, N.W. Washington, D.C. 20008
Chad	Embassy of the Republic of Chad 1132 New Hampshire Avenue, N.W. Washington, D.C. 20037
Chile	Consulate General of Chile 61 Broadway New York, N.Y. 10006
China (Nationalist)	Chinese News Service 1270 Sixth Avenue New York, N.Y. 10020
Colombia	Colombian Information Center 140 East 57th Street New York, N.Y. 10022
Congo	Embassy of Congo-Leopoldville 4800 16th Street, N.W. Washington, D.C. 20011
Costa Rica	Embassy of Costa Rica 2112 S Street, N.W. Washington, D.C. 20008
Cyprus	Embassy of Cyprus 2211 R Street, N.W. Washington, D.C. 20008
Czechoslovakia	Secretary of the Embassy 2349 Massachusetts Avenue, N.W. Washington, D.C. 20008
Dahomey	Dahomey Republic Embassy 6600 16th Street, N.W. Washington, D.C. 20012
Denmark	Danish Information Office 280 Park Avenue New York, N.Y. 10017

Dominican Republic	Embassy of the Dominican Republic 1715 22nd Street, N.W. Washington, D.C. 20008
Ecuador	Embassy of Ecuador 2535 15th Street Washington, D.C., 20009
El Salvador	Embassy of El Salvador 2308 California Street, N.W. Washington, D.C., 20008
Ethiopia	Imperial Ethiopian Embassy 2134 Kalorama Road, N.W. Washington, D.C. 20008
Finland	Embassy of Finland 1900 24th Street, N.W. Washington, D.C. 20008 or Consulate General of Finland 200 East 42nd Street New York, N.Y. 10017 or Consulate General of Finland 120 Montgomery Avenue San Francisco, California 94104
France	Press and Information Division French Embassy 972 Fifth Avenue New York, N.Y. 10021
Gabon	Embassy of Republic of Gabon 4900 16th Street, N.W. Washington, D.C. 20011
Germany, West	German Information Center 410 Park Avenue New York, N. Y. 10022
Ghana	Embassy of Ghana 2460 16th Street, N.W. Washington, D.C. 20009
Great Britain	British Information Services 845 3rd Avenue New York, N. Y. 10022
Greece	Greek Information Service 2211 Massachusetts Avenue, N.W. Washington, D.C. 20008

Guatemala	Embassy of Guatemala 2220 R Street, N.W. Washington, D.C. 20008
Guinea	Embassy of Guinea 2112 Leroy Place, N.W. Washington, D.C. 20008
Haiti	Embassy of Haiti 4400 17th Street, N.W. Washington, D.C. 20011
Honduras	Embassy of Honduras 4715 16th Street, N.W. Washington, D.C. 20011
Hungary	Legation of the Hungarian People's Republic 2437 15th Street, N.W. Washington, D.C. 20009
Iceland	Embassy of Iceland 1906 23rd Street, N.W. Washington, D.C. 20008
India	Information Services of India 2107 Massachusetts Avenue, N.W. Washington, D.C. 20008
Indonesia	Information Center Embassy of Indonesia 2020 Massachusetts Avenue, N.W. Washington, D.C. 20008
Iran	Office of Press and Information Embassy of Iran 3005 Massachusetts Avenue, N.W. Washington, D.C. 20008
Iraq	Press Office Embassy of Iraq 1801 P Street, N.W. Washington, D.C. 20036
Ireland	Irish Tourist Board 33 East 50th Street New York, N.Y. 10022
Israel	Information Office Embassy of Israel 1621 22nd Street, N.W. Washington, D.C. 20008

Italy	Italian Cultural Center 686 Park Avenue New York, N.Y. 10021
Ivory Coast	Embassy of Ivory Coast 2424 Massachusetts Avenue, N.W. Washington, D.C. 20008
Jamaica	Embassy of Jamaica 5th Floor 1666 Connecticut Avenue, N.W. Washington, D.C.
Japan	Information Service Consulate General of Japan 235 East 42nd Street New York, N.Y. 10017 or Japan National Tourist Association 45 Rockefeller Plaza New York, N.Y. 10020
Jordan	Embassy of Jordan 4444 Hadfield Lane, N.W. Washington, D.C.
Korea	Korean Information Office 1827 Jefferson Place, N.W. Washington, D.C. 20036
Kuwait	Embassy of the State of Kuwait 2940 Tilden Street, N.W. Washington, D.C. 20008
Laos	Embassy of Laos 2222 S Street, N.W. Washington, D.C. 20008
Latvia	Legation of Latvia 4325 17th Street, N.W. Washington, D.C. 20011
Lebanon	Consulate General of Lebanon 9 East 76th Street New York, N.Y. 10021
Liberia	Embassy of Liberia 5201 16th Street, N.W. Washington, D.C. 20011
Libya	Embassy of Libya 1611 Upshur Street, N.W. Washington, D.C. 20011

Lithuania	Lithuanian Legation 2622 16th Street, N.W. Washington, D.C. 20009	
Luxembourg	200 East 42nd Street New York, N.Y. 10017	
Malagasy	Embassy of the Malagasy Republic 2374 Massachusetts Avenue, N.W. Washington, D.C. 20008	
Malawi	Embassy of Malawi 2019 Q Street, N.W. Washington, D.C. 20009	
Malaysia	Embassy of Malaysia 2401 Massachusetts Avenue, N.W. Washington, D.C. 20008	
Mali	Embassy of Republic of Mali 2130 R Street, N.W. Washington, D.C. 20008	
Mexico	Mexican Embassy 2829 16th Street, N.W. Washington, D.C. 20009	(Librarians must write, enclosing self-addressed gummed label.)
Morocco	Embassy of Morocco 1601 21st Street, N.W. Washington, D.C. 20009	
Nepal	Royal Nepalese Embassy 2131 Leroy Place, N.W. Washington, D.C. 20008	
Netherlands	Netherlands Information Service 711 Third Avenue New York, N.Y. 10017	
New Zealand	Embassy of New Zealand 19 Observatory Circle, N.W. Washington, D.C. 20008	
Nicaragua	Embassy of Nicaragua 1627 New Hampshire Avenue, N.W. Washington, D.C. 20009	
Niger	Embassy of Niger 2013 Q Street, N.W. Washington, D.C. 20009	

Nigeria	Embassy of Nigeria 1333 16th Street, N.W. Washington, D.C. 20036
Norway	Norwegian Information Service Norway House 290 Madison Avenue New York, N.Y. 10017
Pakistan	Information Division Embassy of Pakistan 2315 Massachusetts Avenue, N.W. Washington, D.C. 20008
Panama	Embassy of Panama 2601 29th Street, N.W. Washington, D.C. 20008
Paraguay	Consulate General of Paraguay 32 Broadway New York, N.Y. 10004
Peru	Embassy of Peru Cultural Department 1320 16th Street, N.W. Washington, D.C. 20036
Philippines	Philippine Embassy 1617 Massachusetts Avenue, N.W. Washington, D.C. 20036
Poland	Polish Embassy 2640 16th Street, N.W. Washington, D.C. 20009
Portugal	Portugese Embassy 2125 Kalorama Road, N.W. Washington, D.C. 20008
Rumania	Legation of Rumania 1607 23rd Street, N.W. Washington, D.C. 20008
Rwanda	Embassy of Rwanda 5308 Colorado Avenue, N.W. Washington, D.C.
Saudi Arabia	Embassy of Saudi Arabia 2233 Wisconsin Avenue, N.W. Suite 202 Washington, D.C. 20007

Senegal	Embassy of Senegal 2112 Wyoming Avenue, N.W. Washington, D.C. 20008
Sierra Leone	Embassy of Sierra Leone 1701 19th Street, N.W. Washington, D.C. 20009
Somali Republic	Embassy of Somali Republic 1806 New Hampshire Avenue Washington, D.C. 20009
South Africa	South African Information Service 655 Madison Avenue New York, N.Y. 10021
Spain	Cultural Attache Spanish Embassy 1477 Girard Street, N.W. Washington, D.C. 20009
Sudan	Embassy of Sudan 3421 Massachusetts Avenue, N.W. Washington, D.C. 20007
Sweden	Embassy of Sweden 2239 R Street, N.W. Washington, D.C. 20008
Tanzania	Embassy of the United Republic of Tanzania 1818 Q Street, N.W. Washington, D.C. 20009
Thailand	Office of the Public Relations Attache Royal Thai Embassy 2300 Kalorama Road, N.W. Washington, D.C. 20008
Togo	Embassy of Togo 2208 Massachusetts Avenue, N.W. Washington, D.C.
Trinidad-Tobago	Embassy of Trinidad and Tobago 2209 Massachusetts Avenue, N.W. Washington, D.C. 20008
Tunisia	Press Department Embassy of Tunisia 2408 Massachusetts Avenue, N.W. Washington, D.C. 20008

Turkey	Turkish Educational Attache 7307 Empire State Building New York, N.Y. 10001
Uganda	Embassy of Uganda 5909 16th Street, N.W. Washington, D.C. 20011
Union of Soviet Socialist Republics	Embassy of the U.S.S.R. 1225 16th Street, N.W. Washington, D.C. 20036
United Arab Republic	Press Department Embassy of U.A.R. 2310 Decatur Place, N.W. Washington, D.C. 20008
Upper Volta	Embassy of Upper Volta 5500 16th Street, N.W. Washington, D.C. 20011
Uruguay	Embassy of Uruguay 2362 Massachusetts Avenue, N.W. Washington, D.C. 20008
Venezuela	Information Service Embassy of Venezuela 2437 California Street, N.W. Washington, D.C. 20008
Viet Nam	Embassy of the Republic of Viet Nam 2251 R Street, N.W. Washington, D.C. 20008
Yemen	Embassy of Yemen Arab Republic Room 1115 1875 Connecticut Avenue Washington, D.C. 20009
Yugoslavia	Yugoslav Information Center 816 Fifth Avenue New York, N.Y. 10021
Zambia	Embassy of the Republic of Zambia 1875 Connecticut Avenue Washington, D.C. 20009

Pertinent information also is available from the following sources:

Africa	American Committee on Africa 211 East 43rd Street New York, N.Y. 10017
American Republics	Organization of American States Pan American Union General Secretariat Washington, D.C. 20006
Asia	The Asia Society 112 East 64th Street New York, N.Y. 10021
Middle East	American Association for Middle East Studies, Inc. 11 West 42nd Street New York, N.Y. 10036
Puerto Rico	Puerto Rico Information Office 322 West 45th Street New York, N.Y. 10036
Territories and Island Possessions of the U.S.	Office of Territories U.S. Department of the Interior Washington, D.C. 20240
United Nations	Department of Public Information United Nations, N.Y.

SAMPLE UNIT - MINORITY GROUP PROBLEMS

NCEPTS A D VARIANTS

Political Science

C I Every society creates a system of law and provides forms of punishment for its offenders.

- V 1 (Grade 8) Although individual rights under the law have been guaranteed to all people in our society, the goal has not been achieved.
- V 2 (Grade 8) Professed values do not imply that all will benefit equally under the law.

C II Governments are established by all societies to provide a framework under which people can live. Governments take many forms. They exercise and maintain power in many ways.

- V 2 (Grade 6) The abuse of governmental power for the good of special groups has occurred throughout history.

C IV All levels of government are interrelated and interdependent.

- V 1 (Grade 8) Although internal stability has been achieved, historically there has been a conflict over authority between levels of government in our country.

C V In every society the citizen has a role in government.

- V 2 (Grade 6) Historically, participation in government has been denied to large segments of the society.

Anthropology

C I Change is a part of society. It is constant but the rate of change can vary from evolution to revolution.

- V 2 (Grade 8) Social problems between ethnic or age groups may result, and existing social structures will be modified or changed to meet new demands. Man must learn peaceful and reasonable methods to change his society.

C II While man is categorized by "race", human beings through physical characteristics and basic human desires and needs are more alike than different.

- V 1 (Grade 8) Cultural differences are often erroneously taken as racial or national superiority or inferiority.
- V 1 (Grade 7) Misconceptions of race occur through incorrect information, poor social interactions, or no knowledge at all.

C V Man is a product of his environment. His cultural group is influenced by both human and physical environment and each is dependent heavily upon previous cultures.

- V 1 (Grade 8) Man, as part of his cultural make-up, differs from another because of his own experience and interactions with other peoples.

V 3 (Grade 8) Culture is a social heritage passed from generation to generation and made up from all elements of social structure.

C IV Man as a social animal, structures his life in groups with others of a similar background. Together, they endeavor to form a system of social order and stability.

V 2 (Grade 8) Each sub-culture enriches the total and is capable of participating and contributing to it.

History

C I History has shown us that although change takes place at various rates, all things are subject to change. These changes may or may not constitute progress as seen in relation to the whole spectrum of history.

V 1 (Grade 8) Urbanization, industrialization, and immigration are bringing about changes and creating new problems.

C IV History contributed much to man's preparation for his political, social, and economic life. It is possible to derive, from historical backgrounds of the various nations, basic principles and implications for thought and action in contemporary affairs. From a survey of the past, there seems to be evidence of a progressive historical cycle that could aid in solving our contemporary dilemma.

V 1 (Grade 8) History provides us with the opportunity to examine qualities of man which men revere or abhor.

V 3 (Grade 8) Each culture and individual group must be understood in relation to its own unique heritage.

CONTENT AND KEY QUESTIONS

I. The Racial Myth

Anthro. C II - V 1 (Gr.8) V 1 (Gr.7)	A. Race 1. Definition B. Genetic traits 1. Physical characteristics 2. Intelligence C. Prejudice 1. Causes 2. Effects	1. Is one race superior to another? 2. If the racial myth is scientifically untrue, why does it persist?

II. Survey of Migration

Anthro. C V - V 1 (Gr.8) V 3 (Gr.8) Hist. C I - V 1 (Gr.8) Pol. Sc. C I - V 1 (Gr. 8) V 2 (Gr.8) C II - V 1 (Gr.6) C V - V 2 (Gr.6)	A. European Groups 1. Reasons for migration 2. Early life in America a. Political b. Social c. Economical 3. Assimilation B. American Blacks 1. Reasons for migration 2. Slavery 3. Reconstruction a. Political b. Social c. Economical 4. 1900-1960 a. Political b. Social c. Economical C. Comparison of European and Black Migration 1. Political history 2. Social history 3. Economic history	1. How has the history of the American Black differed from that of other minority groups in America? 2. What might be some of the effects of Black history on the Black today?

III. Contributions of Minority Groups

Anthro. C IV - V 2 (Gr.8) Hist. C IV - V 2 (Gr.8)	A. European Groups 1. Political 2. Economical 3. Cultural B. American Black 1. Political 2. Economical 3. Cultural	1. What has been the cultural contribution of other ethnic groups? (Formulate groups by ethnic composition of class.)

	C. Evidence of Cultural Contributions 1. European Groups 2. American Black	2. What has been the cultural contribution of the American Black? 3. What evidences of cultural contributions of minority groups can be found in our culture today?

Selected and Suggested Activities

1. Compose a list of traits that stereotype different ethnic and religious groups.
2. Invite a science teacher to discuss the biological theories of race.
3. Biographically describe a day from 7:00 A.M.--10:00 P.M. How have contributions from minority groups influenced your life?
4. Report orally on the immigration of various European groups.
5. Role play "Prejudice Laboratory" published by B'Nai Brith.
6. Read excerpts from the play, Raisin in the Sun.
7. Read excerpts from Black Boy.
8. Debate: Resolved - Race is never an appropriate basis for making private and public decisions.
9. Debate: Resolved - Government must provide the goods and services to disadvantaged peoples until they can learn to survive in our society.
10. Determine through a student survey attitudes regarding racial integration.
11. Compose a theme: Report on"My Prejudices and Where They Came From."

IV. The Black Today

Anthro. C V - V 1 (Gr.8) V 3 (Gr.8)	A. The Black Image 1. View of Blacks 2. View of Whites B. Causes of Image 1. Cultural heritage 2. Education 3. Standard of living 4. Employment 5. Housing	1. What conditions affect the self-image of Black people? 2. What conditions affect the image of Black/White relationships? How might you explain these differences?

V. Civil Rights Movement

Anthro. C I - V 2 (Gr.8) Pol. Sc. C I - V 1,2 (Gr.8) C II - V 1 (Gr.6)	. Rights Denied Blacks 1. Political 2. Social 3. Economical 4. Educational	1. Have rights been denied to Blacks? 2. Should groups that are disadvantaged be expected to pull themselves up on their own, or should the more fortunate in the society give them the goods and services they need?
Anthro. C I - V 2 (Gr.8)	B. Survey of Movement 1. Stages of revolution 2. Leaders of movement	
Pol.Sc. C IV - V 1 (Gr.8) C V - V 2 (Gr.6) Hist. C IV - V 2 (Gr.8)	C. Government and Civil Rights 1. Supreme Court decisions 2. Legislation D. Conclusions	3. Can government involve itself in human relations to guarantee each individual a sense of worth and self-pride? Should government do this? 4. When, if ever, is it appropriate to use race as a basis for making private and public decisions?

Resources for Students

1. Harrington, Michael. The Other American - Poverty in the United States, Penguin Books, New York, 1966.
2. Irwin, Leonard B. Minorities in the United States, Oxford Book Company, New York, 1951.
3. Kennedy, John F. A Nation of Immigrants, Popular Library, New York, 1964.
4. King, Martin Luther Jr. Why We Can't Wait, Signet Books, New York, 1964.
5. Logan, Rayford W. The Negro in the United States, Van Nostrand, Princeton, New Jersey, 1967.
6. Miers, Earl Schweck. The Story of the American Negro, Wonder Books, New York, 1965.
7. Wade, Richard C. The Negro in American Life, Houghton-Mifflin Company, New York, 1965.
8. Encyclopedia Britanica
9. Negro Views of America - AEP/Harvard Social Studies Project.

Nonbook and Audio-Visual Bibliography

The following lists of audio-visual materials have been correlated to our social studies curriculum. Materials not cataloged before May, 1969 do not appear here. For additional materials, consult the card catalog in your school library or your building librarian.

Grade level designations are tentative suggestions. You are urged to preview materials to determine suitability for your use.

Explanations:

1. All materials listed are located in the five Springfield school libraries and/or the Curriculum Materials Center.

2. Requests for materials may be placed with your school librarian, who has the materials requisition form. Class numbers and titles are necessary for requesting material. Class numbers are given at the left of this list, and titles are capitalized. An asterisk after a title indicates that a teaching guide is available.

3. All materials are listed by Grade Level, with two exceptions; Map and Globe Study, and Holidays, which are placed at the end of the listing.

4. Within each grade level all types of materials, except records, are listed by Dewey Decimal Number.

5. All materials in the list also appear in each school library card catalog in a more expanded form. There you will find more information, such as, listings of individual titles of sets, etc.

Key

SFS	Sound Filmstrip	MOD	Models
FS	Filmstrips	MAP	Maps
FL	Filmloops	P	Pictures & Posters
TR	Transparencies	CHART	Charts
SL	Slides	KIT	Kits*
REC	Records		

*A kit is a combination of two or more types of nonbook materials to be used as a unit.

Key to School Locations

1. Caldwell Library
2. Chisholm Library
3. Sandmeier Library
4. Walton Library
5. Gaudineer Library
6. Curriculum Materials Center

KIT-5 301.3 N	oblems of cities. N.Y. Times 1 filmstrip in b/w 1 record 1 map w/manual
SFS-5 301.45 G	Ghettos of America. W.A.S.P. 4 filmstrips in color 2 records
KIT-5 301.45 N	Negroes in America. N.Y.Times 1 filmstrip in b/w 1 record 1 map w/manual
FS-5 320 G	Government. Common Ground 4 filmstrips in color w/ manuals
FS-5 321.8 D	Democracy in action. Museum Ext. Service 9 filmstrips in color w/ manual
KIT-5 323 N	History of dissent. N.Y. Times 1 filmstrip in b/w 1 record 1 cartoon w/manual
FS-5 323.4 C	Citizenship. Eye Gate 8 filmstrips in color
FS-5 327.7 A	America develops world-wide interests. Eye Gate 9 filmstrips in color w/ manuals
FS-6 327.73 U	The U.S. and the world: an introd. to our foreign policy. U.S. State Dept. 1 filmstrip in color w/ manual
KIT-5 329 N	Presidential sweepstakes. N.Y. Times 1 filmstrip in b/w 1 record 1 map w/ manual
FS-5 330 B	Basic economics. E.B. 8 filmstrips in color
FS-5 330 E	Economics for our times. McGraw 6 filmstrips in color
KIT-5 330 N	The U.S. economy. N.Y. Times 1 filmstrip in b/w 1 record 1 graph w/manual
TR-6 332 F	Federal Reserve districts. 3M 1 transparency
SFS-5 335.4 A	The rise of Communism. Guidance Asso. 2 filmstrips in color 2 records
KIT-5 339 N	Protecting the consumer. N.Y. Times 1 filmstrip in b/w 1 record 1 graph w/manual

REC-5 347.9 S	Supreme Court cases. Series I, II, III. EAV Lexington [illegible] records in each series
TAPE-5 363 C	C.[illegible].S. reports (Sept. 20, 1965) Ku Klux Klan
KIT-5 364 N	Crime and the criminal. N.Y. Times 1 filmstrip in b/w 1 record 1 graph w/manual
FS-5 808 B	Building reports. E.B. 6 filmstrips in color
KIT-5 915.4 N	India and Pakistan. N.Y. Times 1 filmstrip in b/w 1 record 1 graph w/manual
KIT-5 916 N	Africa in ferment. N.Y. Times 1 filmstrip in b/w 1 record 1 map w/manual
KIT-5 940.3 A	American heritage: World War I. Am. Heritage 1 book 1 record
SFS-5 940.53 N	Americanization of Europe. N.Y. Times 1 filmstrip in b/w 1 record 1 graph w/manual
TAPE-5 940.54 F	Famous moments in history come to life. Imperial Prod. World War II
KIT-5 947 N	Russia: 50 years later. N.Y. Times 1 filmstrip in b/w 1 record 1 map w/manual
KIT-5 951 N	Southeast Asia. N.Y. Times 1 filmstrip in b/w 1 record 1 map w/manual
KIT-5 953 N	The Arab world. N.Y. Times 1 filmstrip in b/w 1 record 1 map w/manual
FS-5 973 O	Our history 1860-1945. Filmstrip House 6 filmstrips in color
FS-5 973.4 A	America and the world 1789-1860. Filmstrip House 3 filmstrips in color
FS-5 973.8 A	Age of reform. Yale 1 filmstrip in b/w
FS-5 973.9 R	Rise of America as a world power. Yale 1 filmstrip in b/w
FS-5 973.8 O	Our dramatic industrial development 1865-1900. Eye Gate 9 filmstrips in color w/manual

KIT-5 973.91 N	Cuba: 10 years of Castro. N.Y. Times 1 filmstrip in b/w 1 record 1 map w/manual
TAPE-5 973.91 F	Famous moments in history come to life. Imperial Prod. Part I, II - America's role in World War I.
TAPE-5 973.91 F	Famous moments in history come to life. Imperial Prod. I. The nation's economy plunges. II. A nation in Depression.
FS-5 973.91 S	Since 1945. Filmstrip House 6 filmstrips in color
FS-5 973.91 U	The U.S. in a changing world 1945- Eye Gate 9 filmstrips in color w/ manuals
FS-5 973.91 U	The U.S. in a troubled world 1920-1945. Eye Gate 9 filmstrips in color w/ manuals
SFS-5 973.917 F	Franklin Delano Roosevelt. Guidance Asso. 2 filmstrips in color 2 records

APPENDIX

PUPIL GUIDE
FOR
REPORT MAKING

Name of Pupil Assigned ______________________________

Subject Area ______________________________________

Topic ____

Assigned Date ___________

Due Date _______________

Evaluation:

Written Report ______________

Oral Report ________________

Display ____________________

TABLE OF CONTENTS

I. Introduction

II. Understanding My Subject

III. Where to Look for Materials

IV. Organizing Your Research for Your Written Report

V. Things to Check for Your Written Report

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VII. Things to Remember When Reporting

VIII. Things to Check for Your Oral Report

IX. Ideas for Presenting Your Additional Materials

X. Things to Check for Your Display

GENERAL DIRECTIONS

This guide book is designed to help you to prepare well done and interesting reports, written and oral. You, of course, will have to follow the directions within the guide book very carefully and do exactly as the booklet instructs you.

You will want your materials to be varied and as complete as possible. You cannot, therefore, depend upon the use of just one textbook, but should use different types of materials such as textbooks, encyclopedias, almanacs, magazines, filmstrips, filmloops, pictures, etc. Be sure then that at a very early date you can find at least three good sources from which you can gather materials.

Get help from whom ever has help to offer. If your friends, parents, librarians, or teachers can be of help do not hesitate to call on them.

Although you have a due date that seems quite far away, get to work right now.

I will always be available as your teacher to help you in any way that I can.

Understanding My Subject

Subject Title:

Here is a brief explanation of what my subject is about:

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Here are some of the questions I can now think of that I want to find the answers to:

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NUMBER YOUR QUESTIONS

WHERE TO LOOK FOR MATERIALS

Some of the items in the following list have been checked for you, showing some of the books and sources where you will find information on your subject. After you have looked up a checked item, place a check mark of your own beside it.

PEOPLE WHO CAN HELP

☐ ☐ Resource People
☐ ☐ Town Officials
☐ ☐ Teachers
☐ ☐ Librarians
☐ ☐ Manufacturers
☐ ☐ Clergy
☐ ☐ State & National Officials

WHERE TO GO FOR MATERIALS

☐ ☐ Library
☐ ☐ Town Hall
☐ ☐ Historical Societies
☐ ☐ Museums

BOOKS TO LOOK INTO

☐ ☐ Almanacs
☐ ☐ Encyclopedias
☐ ☐ Dictionaries
☐ ☐ Textbooks
☐ ☐ Library Card Catalogue
☐ ☐ Indexes to Free Materials
☐ ☐ Newspaper Files
☐ ☐ Biographies
☐ ☐ Adventure Stories
☐ ☐ Historical Stories
☐ ☐ Atlases
☐ ☐ National Geog. Magazines
☐ ☐ Periodic Indexes

AUDIO-VISUAL MATERIALS

☐ ☐ Filmstrips
☐ ☐ Filmloops
☐ ☐ Pictures
☐ ☐ Sound Filmstrips
☐ ☐ Transparencies
☐ ☐ Pre-recorded tapes
☐ ☐ Others

LOOK IN BOOKS FOR

☐ ☐ Text
☐ ☐ Pictures
☐ ☐ Charts
☐ ☐ Maps
☐ ☐ Graphs

WHERE TO GO FOR MATERIALS

☐ ☐ State Agencies
☐ ☐ Churches
☐ ☐ Businesses
☐ ☐ Historical Villages

ORGANIZING YOUR RESEARCH

For Your Written Report

1. You have made and numbered a list of questions you want your report to answer. If more questions come to you as you learn more about your subject include them on your list.

2. As you find and read information in different books and sources make notes about the things you will want to include in your report.

3. You have numbered your questions. Number your notes the same way. For example if, "How did man reach the Western Hemisphere?", was question number one then every note that told about how man reached the Western Hemisphere would also be numbered number one.

4. After you have exhausted all possible sources, books, audio-visual material, people, and places, you are ready to put all your notes together in the form of a written report.

5. Follow the following rules in writing your report:

   a. Tell enough
   b. Include in your report only those things you think are important.
   c. Say exactly what you mean
   d. Use a separate paragraph for each topic in your report.
   e. Tell things in the order in which they appear or happen.

6. Go ahead now and write your report. Do a rough draft. Before you go further check the next section of this guide.

THINGS TO CHECK FOR YOUR WRITTEN REPORT

After you have put together your first draft, and before you begin your finished copy, check the following list. If your answer to each question is yes, complete your written report on white paper. If your answer to any of the questions is no, correct whatever is wrong or left out before you go ahead.

______ Have I written what I want to write?

______ Is the report in my own words?

______ Have I checked my report to make sure that I have not included things that I don't quite understand or words I don't quite know the meaning of.

______ Have I organized my report into topic paragraphs?

______ Is my report well written following the rules of good English?

a. Indenting all paragraphs
b. Remembering to capitalize all words that should be capitalized
c. Spelling all words correctly
d. Placing all punctuation marks in their proper places

______ Is what I have written interesting?

______ Does my report show I know my subject well?

______ Is my report accurate?

______ Have I had a fellow classmate or friend read over my first copy?

WHEN ALL QUESTIONS ARE ANSWERED YES, BEGIN YOUR FINAL DRAFT

HOW TO ORGANIZE YOUR RESEARCH MATERIAL

FOR YOUR ORAL REPORT

After you have completed your written report you will want to prepare an oral report on your findings. Plan your report to last not more than ten minutes. There are several ways of preparing your oral report. Choose one of the following methods:

1. Make an outline from your research notes or your written report.
2. On small cards write down the things you want to talk about.
3. From your research notes, put all the information and material for one item together. Keep your items in the order in which you are going to speak about them.

IMPORTANT: Do not use your written report as your oral report.

IDEAS FOR PRESENTING YOUR ADDITIONAL MATERIALS

As you know, you are limited to ten minutes for giving your oral report. Yet, in addition to your written report, you will have materials which you could talk about for a much longer period than that. If you can't talk about everything you want to, perhaps you could show and display materials which the other boys and girls could see after your report. Making your report interesting is very important. Everyone wants to hear you talk, but they also want to see what you have done. There are many, many ways to do this. Check the items that you think will make your report one of the best.

__ Pictures
__ Murals
__ Chalk Board
__ Tape Recorder
__ Models of People, Places, Things
__ Magazines
__ Posters
__ Records
__ Filmstrips
__ Models
__ Charts
__ Films
__ Clippings
__Dioramas
__ Maps
__ Film Slides
__ Opaque Projector
__ Overhead Projector

THINGS TO CHECK FOR YOUR DISPLAY

When you have gathered your display materials and are ready to put them up around the room, ask yourself the following questions. All the answers should be yes.

____ Do all my materials have labels?
____ Do the labels explain the materials?
____ Is the bulletin board arrangement neat and attractive?
____ Do my materials stick to my subject?
____ Is it easy to understand what I have written?
____ Is my display table neat and attractive?
____ Did I choose interesting and different ways of presenting my materials?
____ Have I picked someone to help me put up and show my materials?
____ Do I have a surprise poster for the advance publicity?

THINGS TO REMEMBER WHEN REPORTING

The following rules will help remind you of some of the things you should remember in making an oral report. Include any other rules that you think are important.

1. Speak in complete sentences.
2. Use new and varied vocabulary words.
3. Speak slowly and distrinctly, so that everyone can hear.
4. Look at your audience, and speak to them.
5. Stand aside when you are pointing out pictures, maps or places. Use a pointer if one is available.

THINGS TO CHECK FOR YOUR ORAL REPORT

After you have chosen the things you want to do for your oral report, ask yourself the following questions. If the answer is yes, put a check mark before the item. If the answer is no, be sure you get it done before your oral report.

_____ Is my information accurate?

_____ Is the material important to my subject?

_____ Did I exhaust all sources of information?

_____ Do I know my subject well?

_____ Has someone listened to me give my report before giving it in class?

_____ Have I put it in good order for reporting?

_____ Do I have new and interesting words?

_____ Are my facts and events in the order in which they happened?

_____ Is the beginning of my report going to make the class interested?

Teacher's Notes:

Teacher's Notes: